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Faculty responds to student movement

by Evan A. Smith

Faculty response to this week's divestment protests and related activities has been mixed. While many members of Hamilton's faculty have expressed solidarity with the students involved and support for the methods of protest employed, other faculty members have attempted to disassociate themselves with the core group of the movement and do not, in at least one case, believe that "divestment is the answer."

Late Wednesday evening, as Physical Plant representatives began to dismantle the shanty erected in McEwen circle, a number of prominent faculty representatives appeared to show support for student opposition to the action. Present were Ben Ramsey and Jeff Eaton (Religion), Nancy and Peter Rabinowitz (Comparative Literature), Ken Wagner (Sociology), Madonna Hettinger (History), Hy Van Luong and Dave Raybeck (Anthropology), Joseph Malley and Maria-Regina Kecht (German), Pat Manfredi and Elizabeth Ring (Philosophy), James Ring (Physics) and John O'Neill (English).

Mr. Rabinowitz believes that "it was ill advised of the College to remove the shanties." He states that "the President, in so doing, is forcing a confrontation which is probably not in the best interest of the College." Rabinowitz maintains that the protestors "seem to be pretty clearly within the normal understanding of freedom of expression, and if the college does not feel that a shanty built in a public place as a sign of protest was within the norms of freedom of expression, then that College is really in trouble."

Raybeck agrees. He states that his presence was "partly a show of solidarity and partly to cool things down." Raybeck believes that though "the core group has been... acting responsibly," Physical Plant representatives may not have acted as appropriately Wednesday. When asked about allegations of physical and verbal abuse by those removing the shanties, Raybeck stated that "to the extent that the allegations are accurate, they're reprehensible, and the people involved should be strongly sanctioned." Raybeck supports the action of the protestors, and says that he is "optimistic that the group will proceed as responsibly in its future actions as it has in the past."

Not all faculty members, however, are as optimistic as Raybeck and Rabinowitz. Warren Wright, Upson Professor of Rhetoric and Oratory, is one of ten faculty members who signed a letter expressing a "wish to disassociate ourselves from the faculty's role of 'solidarity' with those on the campus who have protested the College's policy with

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Savage reports "smooth" lottery

by Alice Davis

The housing lottery, which took place on Monday and Tuesday evenings, "went smoothly and without malfunction," according to Assistant Dean of Students, Donna Savage.

States Savage, "next year's housing will be more squeezed than we want. We need a little bit of give and take so people can switch rooms." As of Tuesday evening housing was almost full to capacity. However, Savage is confident that, as in previous years, several students will declare leave over the summer.

In citing some of the factors contributing to next year's large campus population, Savage noted that not as many juniors are planning to be off campus. The rising junior class is large (approximately 540 students), and Savage remarked that "not only is a lower percentage of the class planning to take leave next year, but a lesser number of students as well."

Assistant Dean of the College, Irma Rosenfeld, cites the international situation (specifically an increase in terrorist acts world-wide), as one explanation for the overall decline in foreign leave. However, Rosenfeld does not foresee a mass cancellation from those students who have already made arrangements to go abroad. "The question is the international situation. So far it's not showing a large influence. I've gotten relatively few calls from parents," states Rosenfeld. Roughly 135 to 140 rising juniors plan to be off campus next year.

In order to compensate for having a larger junior class on campus, the Admissions Office plans to accept a smaller class of first year students. Rosenfeld remarked that "two years ago the first year class had approximately 540 students. Last year's class was 440. This year

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Physical plant workers raze divestment shanty at B.L.S.U. photo/Chris Martel

Divestment explodes

by D. DeSantis, T. Kuck, E. Smith, and K. Svetvilas

Physical Plant workers swept through campus Wednesday night in an effort to remove recently constructed divestment shanties. Wielding sledgehammers, the crew managed to cart off two shanties, protestors prevented the removal of a third.

The operation, which was supervised by Vice President of Administration and Finance, Dan O'Leary, and Physical Plant Director, Art Jewett, began around 7:30 pm in front of the college chapel. Divestment activists had created a plywood shanty around the statue of Alexander Hamilton earlier that afternoon in order to symbolize the plight of Blacks in South Africa. The administration assserts that the shanty, as well as a sign placed on the statue which read, "My black mother would be ashamed," had been the cause of several complaints from Stryker side residents.

Workers rapidly demolished the structure and loaded the debris into a flatbed truck. The few divestment supporters present blew whistles or ran for the help of other activists on campus. At the same time, a dozen students gathered behind O'Leary and applauded the action. The work crew then drove up College Hill Road and proceeded to remove another shanty in front of the Afro-Latin Cultural Center. The trucks rolled on to McEwen circle, where the crew hoped to remove the last shanty on College property.

Protestors Defend Shanty

By this time, a crowd of divestment supporters had been gathered together. Approximately fifteen of them locked arms and encircled the small A-frame shack. Despite efforts to block the entrance of the Physical Plant team, a worker managed to enter the shanty. According to Meg Gates, one of the protestors, the worker began to swing his sledgehammer, removing large portions of the building. Although the worker would call out in warning before swinging, several students were injured. Health Center officials refused to disclose the number of students who reported injuries or the nature of those injuries.

Representatives of the college administration present at the McEwen incident included Dan O'Leary, Art Jewett, Dean of Students Jane Jervis, Dean of the College Mel Endy, and President J. Martin Carovano. The administrators called the Physical Plant workers away from the scene before they could complete their assigned task in order to prevent further injury.

The dismissal of the demolition crew cheered the protestors, but this was quickly replaced by shock as

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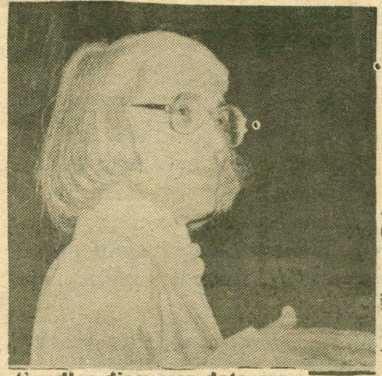
Sandler: Women in education

by Martha Lemmond

"These are times that try men's souls," began Bernice Sandler, who spoke Tuesday night on "The Classroom Climate, Chilly for Women?" Sandler, of the American Association of Colleges Project on the Status of Women, is also Education Specialist for the U.S. House of Representatives, taking a major role in the passage of Title IX. In 1982, *The Washingtonian* voted her one of the 100 most powerful women. To that distinction Sandler replied, "if I am one of them, you know women aren't very powerful."

Sandler first became interested in the connection between social and intellectual environments while attending a conference in Aspen. She noticed that the three women were interrupted twice as many times as the fifteen men. One woman, whose spouse had accompanied her on the trip, was asked what her husband would think of her comments.

Sandler went on to associate women's problems with the classroom environment. There, she argued, women do not participate as much and have less self-confidence than men, and show a



photo/Shereen Palmer

Sandler discusses date rape

decline in academic achievement. One cause of these effects, Sandler said, is disparaging comments from teachers, such as calling an all-female class a "goddamn chicken pen," assigning students to write a scientific concept so that their mother could understand it, and referring to males as men and females as girls or gals. According to Sandler, classroom behavior that unconsciously lowers women's self-esteem includes faculty securing more eye contact with men, nodding and gesturing more often to men's responses, and calling men by name more often than women. Sandler said women faculty are as guilty of this as men. Men interrupt more frequently, talk more often and for longer periods of time, and exert more control over the topic, Sandler observed.

The result of the above situations, Sandler believes, is a "devaluation of women," the "work that women do is not valued much." In two studies, articles and resumes thought to be women's were rated lower than identical work thought to be men's. Women seem to assume success by luck, while men use skill and hard work.

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Events on and Beyond

LECTURES

• On Monday, May 5, the Art Department will host Robert Grant Irving speaking on "Architecture of the Empire: British Palaces in India." The lecture will be held in the KJ Auditorium at 4:30 pm.

• Senior Fellow Mary Gina Trevisani will present her public lecture at 8:00 pm on Tuesday, May 6 in the Physics Auditorium. Trevisani will give a talk entitled, "Neuronal Grafts: A New Avenue for Treatment of Neurological Disorders."

• This year's Class and Charter Day Lecture will feature English professor Dwight Lindley speaking on "Hamilton College, According to Lindley, 1938-1942." Lindley will speak in the Chapel at 11:00 am on Wednesday, May 7.

At the Movies

Sangertown Square, New Hartford

April Fool's Day
1:20, 7:20, 9:30
Pretty in Pink
7:30, 9:45
Nightmare on Elm Street I 7:15
II 9:00
Legend
12:50, 6:50, 9:20
Money Pit
12:40, 6:40, 9:10
Blues City
1:10, 7:00, 9:30
Murphy's Law
1:15, 6:45, 9:40
Gung Ho
12:45, 6:30, 9:10

The Cannonball Cinema, Clinton

Out of Africa
7:00, 10:00

For confirmation, call 797-2121.

last week's answers

	P	A	T		P	O	P	E		T	A	P
A	L	S	O		E	R	O	S		E	G	O
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AT THE MOVIES

Merry Christmas, Mr. Lawrence Rock phenomenon David Bowie stars in *Merry Christmas, Mr. Lawrence,* a powerful, stylistic and starkly beautiful but brutal and blunt film about sweat squalor and the psychological terrors of Japanese prison camps. These horrors are experienced by Allied prisoners of war Bowie, Tom Conti (Mr. Lawrence) and Jack Thompson. The Japanese prison camp commander and sergeant are portrayed respectively by Japan's top recording artist, Ryuichi Sakamoto and top entertainer, Takeshi. Taken from the novel *The Seed and the Sower* by Laurens van der Post and directed by one of Japan's premier film makers, Nagisa Oshima, *Merry Christmas, Mr. Lawrence* features a strong synthesizer score by Sakamoto and outstanding performances by all the actors. (SK)

Thurs-5/1, Sat-5/3—Science Auditorium, 8&10 pm
Fri-5/2, Sun-5/4—KJ Auditorim, 8&10 pm

Slaughterhouse-five The production of Kurt Vonnegut, Jr.'s world-wide best selling novel, *Slaughterhouse-five* is a hard-hitting satirical fantasy centering around the extraordinary life span of one man—Billy Pilgrim. The first of Vonnegut's books to reach the screen, *Slaughterhouse-five* tells how Billy can foretell the exact moment of his own death, and does; how he predicts the crash of a passenger plane he's on, and escapes; how he was in Dresden, Germany when the Allied firebombing reduced the defenseless city to rubble, and survived; and how he goes on to enjoy the sexiest night in outer space with a beautiful Hollywood starlet, and lives. (FF)

Thurs-5/1, Sat-5/3—KJ Auditorium, 8&10 pm
Fri-5/2, Sun-5/4—Science Auditorium, 8&10 pm

• The most significant and exciting motion picture event of the 1980s will be screened for Munson-Williams-Proctor Institute audiences in May. Rainer Werner Fassbinder's 15-hour epic "Berlin Alexanderplatz" will be shown during two, six-day screening segments, giving members and the public four chances to see the film. It is set in 1928 Berlin and centers on the life of ex-con Franz Biberkopf. "Berlin Alexanderplatz" will be screened at 1:30 p.m. and the same segment repeated at 7 p.m. daily between May 4 and Friday, May 9 and between Friday, May 16, and Wednesday, May 21. (The evening screening on May 4 begins at 7:30 p.m. rather than 7 p.m.). Different segments of the film will be shown each day during each six-day segment. Admission is free to Institute members. Non-member admission prices for the entire series are $12 for adults and $6 for students. Single tickets will only be available at the final three screenings on May 19, 20, and 21 at $4 for adults and $2 for full-time students. For information or a complete screening schedule, call 315/797-0000, extension 46.

• On Thursday, May 8th, at 7 and 9:30 p.m., Sculpture Space, Inc. will sponsor a benefit screening of the film, **Stop Making Sense** at the Uptown Theater, 2014 Genesee Street, Utica. Tickets are $3—and will be available at the door.

This critically acclaimed film by Jonathan Demme features the intellectual rock group **Talking Heads** in concert, as culled from a trio of performances at Hollywood's Pantages Theaters. The concerts were staged expressly for this film and magnificently photographed by Jordan Croneweth. Sixteen songs performed during the film include, "Burning Down the House," "Psycho Killer," and "Take Me to the River."

Sculpture Space, a non-profit service organization for professional artists is planning to sponsor bi-monthly benefits at the Uptown Theater in order to bring films of special interest before Utica audiences.

• "Das Boot," a masterful adventure epic, will be screened on Wednesday, May 14, as the final selection on this season's Film Series at the Munson-Williams-Proctor Institute. Directed by Wolfgang Petersen, the 1981 film illustrates the unremitting hardships that German U-boat sailors underwent during World War II. It is rated R, is 144 minutes long and is in German with English subtitles. "Das Boot" will be screened at 2 and 7:30 p.m. in the Museum of Art Auditorium. Both screenings will be proceeded by a reception, beginning one-half hour before each screening. Admission is free to Institute members; non-member prices are $4 for adults and $2 for full-time students.

• The last Friday Flick will be shown May 2nd at 7:30 pm. This controversial film, *Seventeen,* was originally produced as part of the PBS *Middletown* series about life in a typical midwestern town, but this intimate look at working class teenagers in their last year of high school proved too raw for TV. Some critics, however, consider it the best in the series, as it was greeted with strong reviews when released recently as a film.

MUSIC

• The Kirkland Art Center will present the Majestics in concert on May 10. This reggae band was greeted by 350 people at last years concert and will be joined by special guests, the Songbirds. Ticket sales are limited to 250. Admission is $6. The concert will take place at 9 pm in the Art Center.

• The Hamilton College Choir will present Henry Purcell's chamber opera *Dido and Aeneas* on Tuesday, May 6 at 8:30 pm in the Hamilton College Chapel. The Choir will be joined by soloists Kristine Bregenzer, Jeffrey Linebeck, Catherine Thomas, JoElyn Wakefield-Wright, Lauralyn Kolb and Diane Prentice.

The libretto of *Dido and Aeneas* is based on book 4 of Virgil's *Aeneid.* According to the tragic story, Aeneas falls in love with Queen Dido of Carthage, but soon after is forced to leave Carthage. Subsequently, Queen Dido commits suicide. Short solos, ensembles, choruses, and instrumental pieces are combined into a musical unit that moves quickly and dramatically from the opening scene.

The public is cordially invited and admission is free of charge.

• Grammy Award winning Jazz guitarist, Pat Metheny, will appear in the Crouse-Hinds Concert theatre in Syracuse on Sunday, May 4. After playing in several other bands, Metheny formed the Pat Metheny Group in 1978 and has since toured Europe, South America, Japan, and Australia. The concert is being presented by the Cultural Resources Council in association with Mark Gummer and ELS productions. For tickets or more information, call 425-2155.

ARTS

• Syracuse State and University Union will present the premiere performance of *Star Peace* an anti-star wars musical drama by Ed Sanders and Steven Taylor of The Fugs on May 8, 9 and 10 at 8:00 pm in the Experimental Theatre. *Star Peace* is being mounted in Syracuse as a work-in-progress.

Following the Friday, May 9 performance at 11:00 pm will be a cabaret of poetry and song in the Sutton Pavilion with special guests, renowned American poet Allen Ginsberg and The Fugs, the Bohemian, intellectual folk-rock band of the 1960s.

Tickets for *Star Peace* are $6 and for the cabaret, $5. Call the Syracuse Stage Box Office at 315-423-3275 for tickets.

• Dance Workshop May 1,2 at 7:00 pm List Studio

• Theater Department:
Sam Shepard's *Red Cross* directed by Tom Randolph
Susan Glaspell's *The Outside* directed by Carl Wieting May 2,3 at 7:00 pm Minor Theatre.

• Al-Ham Players
The Frivolous Wife May 1,2,5 8:30 pm. Chapel. Written and directed by Matthew Woods.

• Senior Project Art opening. Saturday. 4-6 Emerson Gallery.

• Hamilton Chamber Orchestra. 8:00 pm. Chapel. Saturday.

Spaces are now being reserved for any interested area residents to join in the "Hands Across America" program.

The program involves participants across the entire United States who will form a human chain spanning the 4119 miles between Los Angeles and New York on May 25.

If a full chain is achieved an estimated 50-100 million dollars will be raised to benefit the hungry and homeless in America. Ten percent of all proceeds will go to Emergency Food Assistance, fifty percent to directly benefit America's homeless and hungry and forty percent to long term planning.

The buses will leave New Hartford Shopping Center for the Philadelphia area at 6:00 am on May 25. Participants will join in the chain at 3:00 and return to New Hartford by 11:00 pm the same day.

The local effort is being co-sponsored by the Hunger Project and a number of other concerned individuals.

Those interested should register in advance with:
Janet Totter
2400 Oneida St.
Apt. 3D
Utica, NY 13501
$22 dollar check for bus—made out to Birnie Bus. Co.
$10 to Hands Across America

Gelb addresses U.S. — Soviet ties

by Lisa Burstiner

New York Times National Security Correspondent Leslie Gelb addressed a small chapel audience Tuesday, April 29. Gelb, a former SALT negotiator and deputy Secretary of State, confined his remarks to U.S./Soviet relations and related topics.

Gelb began his lecture by posing two questions. The first asked why antagonism exists between the U.S. and the Soviet Union. The second asked why both countries have managed only a handful of nuclear arms control agreements. Gelb also wondered why it took until 1972 for the two nations to sign the first of three agreements on arms control. He stated that we have been futilely negotiating the third treaty for the last seven years. Because of the degree of competition between the two superpowers, nothing is achieved.

Gelb wondered what we can do about this situation and what policy of the United States can begin to tackle these problems. He stated, "I think the future of Soviet-American relations lies much more in our hands than in the Soviets' hands because my own judgement is that while the Soviets aren't prepared to give very much, while the differences between us really are quite substantial, they are prepared to move, and that the real pacing factor is ourselves." Difficulties in negotiating, Gelb believed, stem from differences with the Soviets in most areas, such as style, thinking, history, and experience.

Gelb then described how the Soviet Union and the United States see each other. Since Communism planted itself in the Soviet Union, "We were as much a sore thumb to the Russian leaders as communism was a potential black eye of America," Gelb stated. He believes the antagonism between the two powers is partly ecological, because we represent a physical threat to them. Gelb described American ideas as "bacteria floating in the air" from the Soviets' point of view. This threat of ideas, according to Gelb, is a major problem for both countries.

Originally, Gelb stated, the U.S. did not fit in with Marxist/Leninist ideology. It did not go through the stages which the Soviet Union passed through to reach the state it now represents. "We were seemingly impervious to Marxist/Leninist ideology," said Gelb. The U.S. feared that the communists would try to overthrow the American government, and the communists feared the same of our government. This fear, according to Gelb, was substantiated for the Russians when other Western powers sent troops into the Soviet Union after the revolution in an attempt to reverse the revolution.

From the Soviets' point of view, Gelb stated that they believe we are "a profoundly hypocritical superpower." He feels that every time they attempt to do what we have historically done, "we cry foul," and the negotiations become impossible. They see no difference between what we did in Vietnam and what they did in Afghanistan. Gelb, however, believes there are differences. These ideas block any view by the Soviets of us as a legitimate negotiating power.

As for the United States' view of the Soviet Union, Gelb said that "no philosophy bothers Americans as much as Communism does. Communism represents the antithesis of most things American." The problem lies in the difference of regime, according to Gelb, because the Soviet Union is authoritarian.

Gelb described the attitude of the Soviets by relating to the history of that country. He revealed that when a transition in leadership occurs, it takes a long time before the photograph of the new leader is displayed. "They don't want to take the chance of putting the wrong photograph up," said Gelb. The Soviets feel they cannot afford to be wrong. When speaking about political issues, such as Afghanistan, they must be very careful how they discuss them.

Gelb spoke on the interesting humor of the Soviet Union and on how they make jokes on their own politics. He gave an example of typical political humor: "Why is it that Russian economists are always at the forefront of every military parade? The answer: They've done more damage to us than any weapon."

Gelb believes our view of the Soviet Union resulted from the aftermath of World War II. We sympathized with the Soviets during the war, during Hitler's march through Eastern Europe. However, Gelb stated, we have no sympathy for Soviet takeovers "in countries that do not want them. Soviet history does not justify this. They allocate to themselves the right to dominate millions of other people." Gelb referred to the history of Soviet underhandedness. For example, he stated that using radar ihn Central Siberia was a clear violation of the SALT I agreement. In addition, Gelb said that Gromyko lied to President Kennedy about Soviet missiles in Cuba to prevent a nuclear war.

Gelb further discussed his involvement in the United Stats' government and the SALT II negotiations. He described the problems of deciding whether or not to include certain Soviet bombers in the treaty. Gelb revealed that before the Summit Conference, the U.S. planned fully staged events the negotiations so nothing would backfire. In the actual SALT talks, Carter and Brezhnev argued until they finally accepted the treaty.

American politics, Gelb feels, swings from naivete to "crazed misinformation". Conservative politics dominate decisions on how to deal with the Soviet Union.

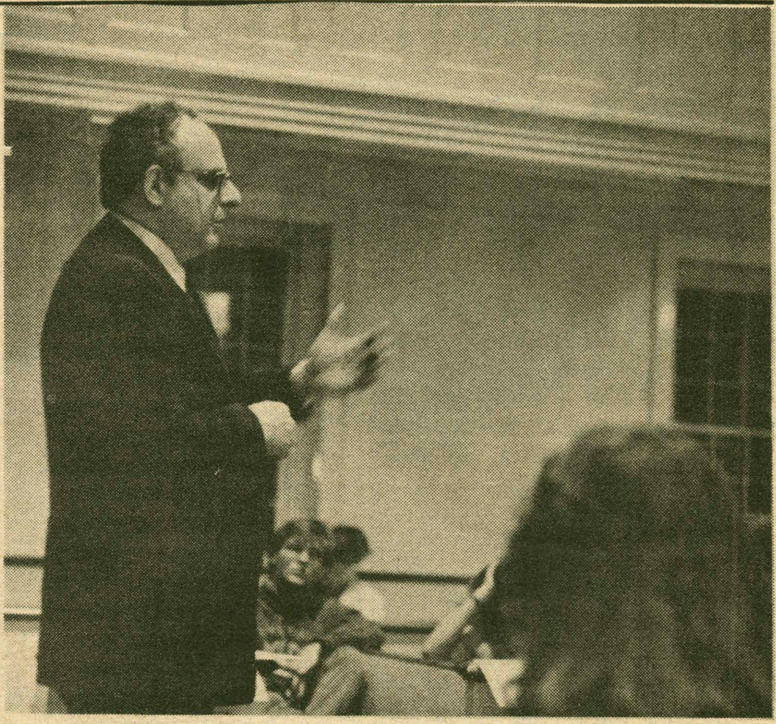
According to Gelb foreign policies come from historical events. "We see the world through our own middle class political revolution. The Soviets see the world as a twentieth century socio-economic one. Our revolution basically made us resistant to change,"Gelb stated. Gelb also said that the Soviets focus their notions of national revolution on leadership groups from countries around the world. The U.S., on the other hand, did not see the need to do that. He believes that the Soviets are targeted on how to influence us -- what issues are important to the American public. We exert our influence by stopping them militarily by backing alliances with them.

Gelb explained that the Soviets use the term "friendly states" to refer to countries with whom they have friendly relations, such as Cuba or Vietnam. The Soviet Union claims it will provide military and economic aid although these countries believe that the Soviets will not aid them in the event of an attack. Fraternal states, Gelb continued, are revolutionary states such as Nicaragua. The Soviets fear military commitment with these nations. Gelb placed Syria in this category; when Syria engaged in was with Israel, the Soviets did nothing. Gelb stated that "there isn't a place that the Soviets can move that we don't consider vital." The Soviet Union very rarely uses military control, but instead uses revolutionary governments. Gelb feels that military power is a way of establishing political legitimacy. "They aren't prepared to give up very much, they don't expect to give very much," he said. In this respect, Gelb asserted, "Arms control must be realized."

As far as negotiations are concerned, the Soviets want to focus on arms control alone. "That's the area where we have common interests," said Gelb. The administration, however, says no. Equal attention should be paid to Afghanistan, Central America, Cuba, etc. Reagan is prepared to have no arms control at all unless Soviets agree to this, explained Gelb. Reagan challenges the Soviets through the "Reagan Doctrine" which provides covert/overt military and economic aid to rebel groups seeking to overthrow Soviet dominated regimes. Gelb explained that the Soviet Union does not want to negotiate any of this. This attitude has resulted in a lack of arms control agreements. "I think the only way one has any hope of reconstructing the political centers in the U.S. that will support a gradual improvement in relations is to carve out sound middle ground whereby we do not risk mush, and we do not do much. We don't know enough about what their leadership is up to, to really be confident of their motives, aims," Gelb said. But because they want trade and arms agreement, we have leverage for the next time.

Finally, Gelb believes that decisions must be made by the top. "They are not going to make decisions until they feel comfortable with what they're doing," he says. However, Gelb feels that even if we achieve a break through in an arms control agreement, "there still would be one hundred additional compromises to make before we actually get a treaty."

Gelb concluded the lecture by describing the situation between the U.S. and the Soviet Union and where it is heading. Unfortunately, he said, hardly any agreement has been reached since the antiballistic agreement of 1972. Gelb sees "very little prospect of anything better to come except more competition in the Third World and even greater competition in nuclear weapons."



photo/Scott Cramer

Gelb: Future of Soviet - American relations in our hands.

Wright, Rings disagree on protests

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regard to divestment in South Africa." The letter goes on to state that "abominating apartheid as we do, we deplore some of the behavior that has been part of that protest."

Wright argues that as an individual signator, "I do support protest, but I could not support. . .I could not express solidarity. I felt no solidarity for them." Wright states that he "could not help make the delineation. . .between X saying 'I don't believe this' and X doing something that discomfitted someone else while that belief was expressed." Nonetheless, he says that "I don't think the shanties caused any great problem by being built. I don't think the shanties did something terrible."

Wright believes that the position of the college is curious. He states: "if the college wished to make an issue of it, I'm sure the College would win hands down legally. . .But the College has not by and large objected to those shanties. . .Yes, the protestors had no right to do it. No, they didn't do anything wrong in doing it." In response to reactions by other students, Wright states that "if one acknowledges protest as a proper means, one can acknowledge rejection of protest as a proper means also, provided that rejection of protest takes the same legitimate form as the protest itself."

As it stands, Wright is dismayed by the present situation. He states in response to actions Thursday, that "what saddens me is that what began as thoughtful protest has now become a ritualistic sort of game. Some students, supposedly having the intelligence to know that this current behavior is very unlikely to change the vote of the Trustees, have chosen to clap hands, sing, race around in horn-honking cars, get on TV and in general confront black pain with college student diversion. That is more than sad; it is morally inexcusable. When faculty members are involved, it is neurotic."

Leland Cratty, Professor of Chemistry and a fellow signator of the faculty letter, also questioned the nature of the College reaction. Says Cratty: "I don't like all those shanties around. I don't know what effect they'll have. If the kids want to put them up, though, the rest of the college community should not react in either direction."

By late Thursday, as the protestors gathered in anticipation of administrative action, many faculty members continued to show support for the student movement. O'Neill, whose son John is a student at Clinton High School and an active supporter of the Hamilton student movement, states that "everyone must do what they think is right." He believes that the role of the faculty should be to "provide cool heads," and says he "wants to prevent people from getting hurt." O'Neill has stated that he "will not let [his] son get arrested," because he is "afraid he might become the issue."

Mr. Ring contends that "if they [the administration] had not gotten an injunction against the students," Thursday's activities "might have been prevented." He believes that "tenured faculty are more secure" and therefore less likely to feel administrative consequences. Ms. Ring believes that the "focus" of the movement has been lost, and that as a result, "provocation is inevitable." The Rings are, however, "generally supportive" of the student movement.

Arthur Sanders, Assistant Professor of Government, was also present Thursday. As Sanders is not tenured, he believes it is "more risky" for him to be present and in support of the students. He believes that it is "up to individual faculty members to decide" the extent of their involvement. Sanders did not believe he would be willing to be arrested Thursday, but did say that he "could have been arrested" and would likely be more active in the future. Sanders termed the administrative action "silly."

Manja Parikh-Baruah, Visiting Professor of Government also believes that the injunction was "unnecessary." She does not feel the situation had to "reach this point"; without a "breakdown of communication", events of Thursday evening "could have been prevented." Parikh-Baruah believes that "students should be able to talk to each other" and that hostility has occurred because students haven't been able to "express their views."

LeRoy Ladurie Lambasts 17c. intolerance

by Monique Lui

Emmanuel LeRoy Ladurie, Prof. History of Modern Civilization at the College de France, spoke to an audience of approximately one hundred and fifty people in the BCC Dwight Lounge at 4:00 on Tuesday. Hosted by the History Department, Le Roy Ladurie, addressed the topic, "Shameful Revocation; Glorious Revolution: Reflections on the Histories of France and England in the 17th Century."

Ladurie opened the lecture by saying that he planned to "illustrate the general theme of the attitudes of religious intolerance in France and the British Isles." In 1685, the French monarchy issued the Revocation of the Edict of Nantes which offficially ended toleration of Protestants. Earlier, during the 16th century it was difficult to have such a policy of suppression because there was no big French army to enforce the policy said LeRoy Ladurie. Comparing England to France during the same period, LeRoy Ladurie mentioned that the Edict of Nantes, passed by Henry IV of France in 1598, was an act of toleration of Protestants by Catholics that was "quite inventive" and "symbolized reconciliation". There was no precedece to the Edict of Nantes in France before this time. The Edict relied on openminded laymen and therefore was "quite exceptional" stated LeRoy Ladurie. But, he added, it was not until two centuries later that the Protestants could really enjoy this freedom.

LeRoy Ladurie gave some historical backround on religious intolerance in other European countries during the early modern period including the expulsion of Moslems and persucutions of Jews in Spain and the harsh treatment of Catholics in Austria. He also jokingly talked about Germany, who exhibited a diversity of religious beliefs because there were so many princes. He quipped, "If a person didn't agree with the religion of one prince, he went to another." He argued that the occurrence of intolerance in individual European countries should not be regarded as separate events, but as ones that influenced the actions of other nations. More specifically, LeRoy Ladurie linked the acts of intolerance in France and England together saying that if we examine the history of both countries at this time we can see how they influenced each other.

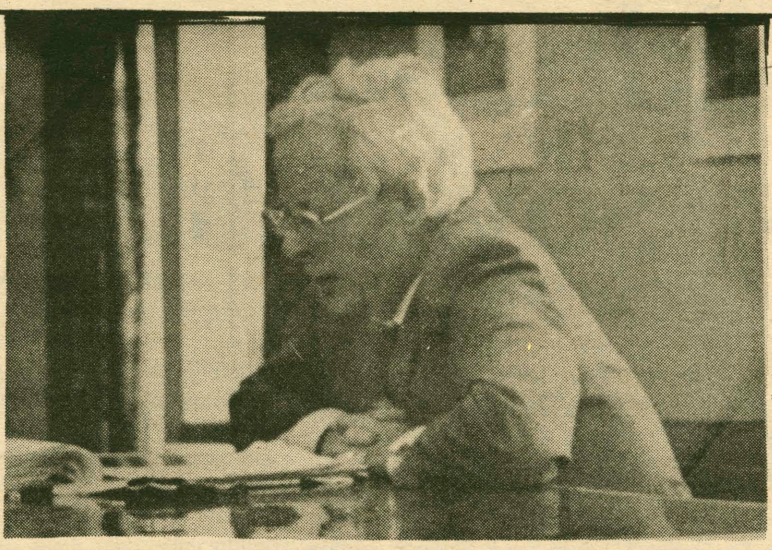
LeRoy Ladurie traced the increasing number of restrictions on the activities of Protestants in the 17th century France to the political centralization of the church and state called Gallacism. Such a collaboration lead to the restriction of Protestants which provided both the church and state with advantages said Ladurie. He believes that in the 1630's there was a plan to reunify the two churches but ministers had some anxiety about it, and after the rebellion of the Scots in 1649 the French monarchy "became even more hostile to the Protestants." According to Ladurie, "the movement to crush Protestantism was as two headed with one more farsighted." The monarchy and Chruch believed that Protestants were a heretical group impossible to connect with the Catholics, and by eliminating them, the Protestants would no longer threaten law and order. The church and state also worked together in a "give and take" arrangement. Ladurie cited one example where the National Assembly of French Clergy would grant tax free gifts to the King Louis XIV if he would expand the church's rights to combat the French Protestants, known an Huguenots.

Ladurie went on to discuss the history of the intolerance of Catholics in England. He believes that "Historians show more indulgence of Queen Elizabeth than of Louis XIV who is always thought of as the villain", implying that France has always been more condemned than England for religious intolerance. Specifically, Ladurie first mentioned James II, a Catholic king who wanted the equality of rights for Catholics and in 1687 indulgence was granted to them. But according to Ladurie, "James was not a genius. The measures did have positive aspects against discrimination but was unreasonable." In reference to these measures, Ladurie quoted, "The road to hell is paved by good intentions," and joked, "they must have been paved by James II." Ladurie continued by pointing out some incidences when the English were not as tolerant as they appeared. In 1688, the Glorious Revolution took place, making England the place of religious tolerance. The Act of Toleration in 1689 supposedly granted Catholics more freedom but "they could not take advantage of the freedoms and were subjected to tough penal laws and double taxes," stated Ladurie. He believed that when looking at English tolerance one must consider all of the British Isles including Ireland, where a lot of persecution of the Catholics took place. He also included the example of land alienation in Ireland where the Irish Catholics land holdings fell from 39 percent in 1640 to 22 percent in 1668 to 5 percent in 1778.

Believing that the disregarding of English intolerance is "explainable because people are impressed by the political freedom in England," and that even though Catholics were evicted from public office like the French Protestants, the English Catholics could still take advantage of the economic prosperity in England.

But, Ladurie feels we should not overlook the analogies between the two countries concerning religious intolerance. Historically both had "compromises between church and state that would last for a long time and which were immoral arrangements," held Ladurie. He added that this occurrence might be due to the empire building taking place in France and England.

In closing, Ladurie said the Revocation is "considered the most disgraceful occurrence in Louis XIV's reign and it was not until the French Revolution that the revocation was revoked and "two centuries of a horrible period of intolerance came to an end."



photo/Monique Lui

LeRoy Ladurie, the Edict of Nantes, "quite inventive."

Campus vandals strike again

by Aitken Thompson

As a result of various activities last weekend, 30 tires were slashed in the Alpha Delta Phi parking lot. In addition, the A.D. mailbox window was smashed. Further reports indicate that one suite lounge on the Kirkland side was destroyed, while a piano in Kirkland dorm was smashed.

The vandalism problem, clearly, is varied in its targets and the extent of its damage. The A.D. tire slashing has brought to light some interesting information about the severity of the vandalism problem on campus.

Early Saturday, according to A.D. President David Hoppin '87, sometime between 1:15 am and 6 am, the tires of the cars in the parking lot of A.D. were systematically slashed. In all, 30 tires were slashed, totalling approximately $3,000 in damage. No individuals' cars were singled out and in fact, some of the cars that had their tires slashed did not belong to brothers of the fraternity. One vandalized car belonged to a prospective student (damage came to $600). On the same night, the A.D. mailbox in the mail center was smashed. Because the mailbox bears no identification other than a number, it seems that A.D. was singled out by a member of the college community. The state police have taken over the case from campus security and the victims of vandalism are organizing a reward for information leading to the arrest and conviction of the guilty parties.

In an interview earlier this week, Hopppin discussed his feelings towards the incident. Hoppin's tone was one of shock and puzzlement over the whole affair. He stated "I am truly puzzled as to why A.D. has been singled out for this kind of damage. Jesus Christ, this hasn't happened to anyone in years." Hoppin was also quick to say that in no way is another fraternity under suspicion for the crime, as vaious rumors around campus had suggested. Hoppin took great exception to the rumors; "It seems that every time this sort of thing happens a fraternity is instantly suspected. In this case, no evidence points to any other house. I wish people would wisen up. That kind of crap is out of style," he said.

On the subject of security, Hoppin was quite candid, stating, "Sure, in hindsight, it would have been nice to have tighter security. But I have no problem with security. The incident is very unfortunate but security can not be held responsible for it... With the resources at their disposal they do a good job."

Hoppin went on to say that many students walk around campus parking lots late at night and it would be definitely hard for security to tell if a person belonged in the lot or not. Hoppin concluded his thoughts on security by saying that "I personally have never had any problems with security, but maybe you should talk to people who have had their cars towed."

On the subject of the damaged piano, Dean of Students Jane Jervis reports that the administration is unaware of vandalism on campus other than the A.D. incident.

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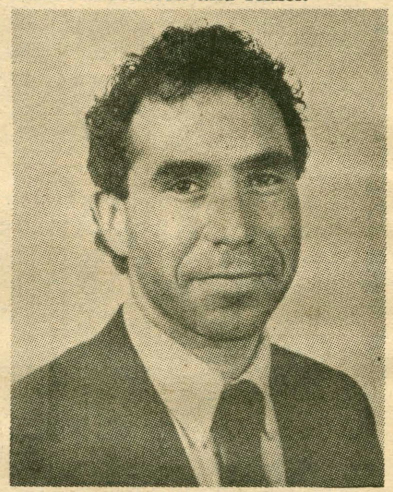
Levy on Israel

by Martha Lemmond

Two lectures for the price of one. That's what a small gathering of students enjoyed Saturday afternoon in the Chemistry Auditorium when Jeffrey Levy of Harvard University gave two lectures: "Israel and the Third World" and "By What Standards Should We Judge Other Nations?". The lectures were sponsored by the International Student Association and Hillel.



Levy on Israel and ethics.

Israel and the third world

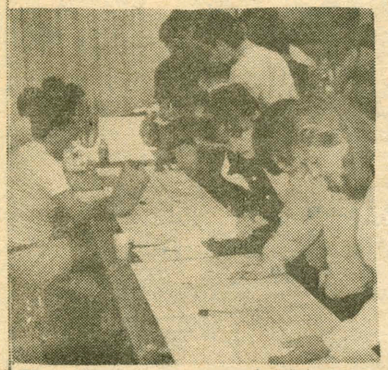
Levy divided his lecture on Israel into three parts: history, review of relations with other nations, and an evaluation of the American Jewish Lobby. He first told us that he was raised in the Jewish culture of Israel. "Jewish is where I'm from," he said. His family planted a tree in the national forerst to symbolize their hope that the Jewish state would grow "...nobler, straighter and stronger." Levy believes, however, that the Jewish people suffer because they lack self-scrutiny and because their sympathy is misplaced. He explained, "they use their horrors of the past to justify their horrors of the present."

Levy progressed into a summary of Israeli history since their official formation in 1948 as a product of World War II. Israel, Levy said, began with a policy of non-alignment to the U.S. or U.S.S.R. Levy brought us past Bandung in 1955 to the 1956 Suez Crisis where help from the west isolated Israel within its geographical sphere. The Six-Day War, Levy argued, was the turning point in Israeli history as far as its image to the rest of the world. Victory in such a short period of time, by such an overlooked nation, caused Israel to lose their underdog status. No longer would the Jewish state enjoy sympathy from other nations.

Levy continued this review to the October War, also called the Yom Kippur War by those Jews who remember the war as the one when they were attacked on their religious holiday. In this 1973 conflict, Israel gained African territory, hoping for increased trade with that continent and for votes at the U.N. Their relations with Ghana helped open relations to other states eager for support other than from their colonizers, said Levy. Israelis, according to Levy, encouraged socialism in the African states, created bonds with the Christians who looked to the Israeli land as the roots of their faith, and helped the oppressed.

continued on p. 9

Housing



Choosing rooms. photo/John Lucas

continued from p. 1

the target number for next year's class is 450-460."

When asked if double rooms would have to be used as triples for first year students, Savage revealed that she has blocked off "2 or three doubles on each floor of Root, Major, Minor, and McIntosh that will be used as triples." However, Savage added that "last year we started out with the same number of triples and within the first few weeks of school there were none."

The closing of DU has not proven to be a major factor in adding to campus overpopulation. The Alumni Trustees of DU have offered the house to the sorority, Phi Beta Chi. Twenty four women, all rising sophomores, have elected to join the sorority and to move into DU. As twenty-eight members of DU had planned to live in the house before its closing, the number of students in the lottery was only increased by four.

Furthermore, according to Savage, "the Alumni Trustees of DU have agreed to carry out the renovations of the house that were supposed to be completed by September 1."

Regarding the addition of members of DU to the lottery Savage explained that the DU's received their numbers late Thursday night (April 24). "Each person was placed at the bottom of his class. There were 23 rising sophomores. We put their names in a hat and picked them out one by one. If they hadn't paid the continuation fee or fulfilled other requirements for the lottery, (i.e. the library and speech requirements) they were placed at the bottom of that small group," explained Savage.

"As it turned out," Savage added, "all the rising sophomores got pulled in by rising seniors. There will be a note going out reminding the community that students have to stay in the rooms they have chosen in the lottery for four months. No switching of rooms is permitted before that time."

The Kirkland side of campus proved to be the most popular in this year's lottery. After the rising senior's choosings there were only nine singles remaining on the Kirkland side, mostly in Root dorm. Eight singles in Milbank have been blocked for incoming first year students.

Concerning the students who were dropped to the bottom of their classes for not having paid the Continuation fee or for not having fulfilled the other lottery requirements, Savage noted that "for next year we'll make sure that people know that they will be dropped. We will send notification to students before the lottery if we plan to drop them. There was some hard feeling over that."

Student Assembly Constitution revisions

Constitutional Revisions — Spring 1986
(All page numbers refer to "A Guide to the Policies and Procedures of Hamilton College 1985")

Honor Code changes:
III. Honor Court Constitution

(p. 6) Composition
... The Chair shall be elected in the spring by the outgoin court. ***A Secretary shall be elected from at-large members by***
ADD ***the court in the fall.***

(This will make the Chair's job easier, and the Honor Court more efficient.)

(p. 7) ***3. Procedures***
If it is determined that the case warrants a hearing, the Dean of Students shall prepare a formal statement of the charges and of the evidence against the accused. The Chair and/or the Dean of Students shall transmit the state-
ADD ment of charges to the accused.

(This would accelerate the procedure by allowing the Dean to mail the letter rather than requiring the Chair to mail it.)

(p. 9) ... The hearing shall proceed as follows:
h. Deliberations of the Court shall...
... Prior convictions shall have no bearing on the determination of guilt or innocence but shall be considered in the determination of penalties and will normally lead to a more stringent penalty. ***A two-thirds vote is necessary for the***
ADD ***determination of penalty.***

(This will prevent deadlocks by making explicit the majority necessary to determine a penalty after a conviction. The 2/3rds majority is the same as is necessary for a conviction.)

(p. 9) [Note: 2 changes here]
ADD/ CHANGE 48 hours TO one week
1. A brief written summary of the Court's findings shall be prepared by the Chair and/or the Secretary, and shall be sent to the Dean of Students and to the accused within ***48 hours*** of that decision.

(A verbal report of the Honor Court's decision is delivered to those involved as soon as possible; this change extends the time allowed for preparation of the written report. Also, the turn-around time between cases is reduced by allowing the Secretary to write the report while the Chair prepares for the next case.)

IV. Appeals Board
(p. 11) 3. Procedures
A student or the Advisory Committee on Student Affairs may appeal a disciplinary decision within one week of being in-
ADD formed ***in writing*** of that decision.

(This makes explicit how long case participants have to appeal the decision.)

Student Conduct
I. 2. **Judiciary Board Consitution** changes:
-concerning the **Judiciary Board**

(p. 16) **c. Procedures**
Violations of standards of conduct and of College regulations are considered to be infractions against Hamilton College; accordingly, the Dean of Students, acting for Hamilton College, shall be responsible for presenting both the case against the accused (the complainant acting as a witness) and the case for the accused, in a fair and unbiased manner. ***However, in extraordinary situations where the Dean of Students has a conflict of interest with the accused, the Chair shall have the authority to allow the student complainant to present***
ADD ***his/her case if he/she desires.*** Complaints against students..

(If the Dean has a conflict of interest with the accused, this will prevent the conflict of interest from influencing the course of the case.)

(p. 18) CHANGE 48 hours TO one week
12. A brief written summary of the Board's findings shall be prepared by the Chair and shall be sent to the Dean of Students and to the accused within ***48 hours*** of decision.

(A verbal report is delivered to those involved as soon as possible after a decision has been reached; this change extends the time allowed for preparation of the written report.)

Changes in the **Constitution of the Student Body of Hamilton College:**
-concerning the **Program Board**

(p. 64) Article 7 Section 3. The Program Board shall be composed of the following voting members:
DELETE... a. a chair to be elected by the Student Body no later than the eighth academic week of the spring semester;
REPACE WITH ***a. a chair and a chair-elect with the chair elect to be elected by the Student Body during the fall semester; the chair-elect shall serve under the current chair as a regular member on the Program Board the following fall and shall assume chair-duties January 1;***

(By having the chair-elect serve as a member of the Program Board in the fall the Board is guaranteed an experienced Chair, who can perform his/her duties effectively;)

change three to five b. ***three*** members to be elected by the Student Body no later than the tenth academic week of the spring semester;

(An increased number of Program Board members should make the Board more able to serve the campus.)

-concerning the **Academic Chamber**

(p. 56) Article 2 Section 7. The Governing Body of the Student Assembly shall be composed of two chambers.
a. The Academic Chamber shall...
Delete The Vice-Chair/Secretary and the Treasurer shall be elected from within the Acadmic Chamber. The Chairs and membership of the Tenure and Curriculum Committees shall also be selected from within the membership of the Academic Chamber...
Replace with ***A Vice-Chair/Secretary shall be elected from within the Academic Chamber. The Academic Chamber shall be responsible for tenure evaluations and recommendations to the Dean of the College. This committee will act as a liason between the students and the faculty and administration concerning curricular issues...***

(The Academic Chamber found the distinction of Tenure and Curriculum Committees from the Chamber itself unnecessary. The position of Treasurer was also found to be unnecessary).

Sandler says "Rape is not romantic."

continued from p. 1

Sandler moved on to speak about sexual harassment on campuses. She sees peer harassment as an emerging issue as wet T-shirt contests, sexist advertisements, and sexual jeering in places, such as dining halls, continue. Sandler related incidents where men programmed the school's computer system such that one had to view graphics of a naked woman to log on, and an Ivy League fraternity listing as a scavenger hunt item a xerox of female genitalia.

Sexual harassment enlarged turns into rape. Although most people envision a stranger in a dark alley, Sandler reported only 30 percent of rapes occur this way, the majority falling into the "date rape" category. Sandler said many accept force or coercion in sexual relations; one out of eight women say they have never been raped, but change their answer when asked if they have ever had sex forced upon them. Sandler also described situations of gang or party rape, where a fraternity party filled with athletes, drunk or on dope, will sometimes plan a "pulling train" or "gang bang." "Society violence and sex increasingly [are] related together," Sandler said, and then emphasized that "rape is not romantic, not sex, not fun; rape is violence... The 'conquest mentality' of rape results in the idea that a woman's 'no' really means 'yes'." Sandler reasserted, however, that "no woman, whatever her behavior, deserves to be raped."

Sandler related rape and classroom communication where attitudes toward and images of women are perpetuated. She stressed that we can't change the world without changing our attitudes towards each other. People's attitudes "begin at birth—we ask is it a boy or a girl—and then we color-code them."

Responding to a question about legal and social "no", Sandler reported that some states are instituting a shield law, preventing investigation of a woman's past sexual experience. Answering a question on fraternities, Sandler regretted that fraternities often provide the dominant form of social life on a campus. Although she admitted good effects of the male bonding, Sandler felt that "loyalty allows them to do stupid things." The pressure of being a fraternity member may lead men to be "raping for each other," following their "need to be accepted by other men."

Regarding what we can and cannot do with the ethics of sexual behavior, Sandler divided men into three categories: the supportive ones who usually say and do the right thing, those in the middle who are educatable and want to do the right thing, and unfortunately, the neanderthals, who we must just wait until they die off.

Gelhorn, on God and Social Justice

"A Lawyer's Response to Social Justice Issues: Women's Voices," was the title of Gay Gelhorn's lecture at the Christian Fellowship Conference Saturday, April 26. Gelhorn began a law career at the age of forty after raising a family of three children. After graduating from the University of Puget Sound in 1982, she clerked first for Judge J.L. Oakes on the Second Circuit Court of Appeals, then for Supreme Court Justice Thurgood Marshall. Her discussion focused on the relationship of the Christian religion to law, the uniqueness of women's and children's concerns, and models of law that work for social justice.

After opening with a prayer, Gelhorn explained that with all the social inequalities in the world one may feel overwhelmed. In spite of this, she feels we do not have to be overwhelmed by everything. Rather, we should take on every challenge by fulfilling our role in life. She believes "God is going to bring the kingdom, if I fulfill my role."

While serving her role, Gelhorn keeps in mind four goals stated by her faith: "repentence, living the Good News, serving Christ in all persons, and striving for justice and peace." She believes she can attain all these goals by "respecting the dignity of all persons." However, serving and respecting others, Gelhorn said, includes "serving me and respecting me."

Moving on to law, Gelhorn said she thinks there is a tension between law that is a vehicle for social justice and law that preserves the way things are. Although she sees a lot of inequity, she does not think the institutions themselves are flawed.

Gelhorn believes a person's faith is important to law because people who live out their faith bring a voice to social justice issues. She feels women contribute to this voice. They give birth and experience "mutual alliance". They understand that "a unit must survive or no one is going to survive."

She believes women fulfill important roles in society. The tend to deal with the powerless and most vulnerable. For example, Gelhorn said women take care of the newborn, the very old, and the dying. She argues that we should not give money to the powerless, but that we should "exalt" the powerless. Women, she contends, need not escape from their status, but should exalt it. She strongly believes "it is tragic for a woman to leave a nurturing role if a woman is called to it." For this reason, she feels "we should exalt all people's gifts." For example, the day care provider should be exalted as much as the insurance broker or fighter pilot.

"Part of the voice," Gelhorn believes, "is refusing to leave what we need." If someone's gifts is in housekeeping and being a good mother, she should not leave that role. On the other hand, she said not everyone has the same gifts, and a person should not stay in a role if she does not have those gifts.

Gelhorn next described five models that use law to obtain social justice. One model is the Christian and Jewish Institute that tries to change public policy through education. Another model is a law firm called the "Community of Hope" in Washington, D.C. It provides counselling and housing support for the poor. The Christian Meditation Service, Gelhorn said, thinks the legislative system is crazy and contradictory to the Bible. They try to mediate disputes on the basis of faith.

Another model concerned about housing needs in the Coalition of churches and professionals who believe it is a biblical imperative to provide shelter for every human being. Gelhorn is involved with a private law firm that is profit motivated. She said it was a "tough decision" to work there, but two thirds of her work is for client's who pay nothing.

In providing social justice, Gelhorn said, change ranges from the "remedial to the transformational." An example of remedial change is helping a woman who was evicted by a landlord who did not follow procedures correctly. Changing the structure that causes people to be evicted is an example of transformational change.

Gelhorn believes that it is "essential that women hold on to their vision that is consistent with Christ." She feels society must be taught that women are "sustaining" and "life giving." Women and society should discard the notion that women should be "nice" and "helpful", but at the same time they must hold on their freedom to serve. Gelhorn sees this as a tension for women that must be resolved.

She then explained the status of women today in the U.S. with some statistics. For example, the number of families maintained by women grew more than 84 percent between 1970 and 1984. Also, 61 percent of the women maintaining families were in the labor force compared to 54 percent in 1975. Gelhorn is working to change some of these problems. One case she is working on involves female prison inmates. She is working with the female inmates and prisoners to try to give them the same opportunities as men. She finds most of the time the wardens are caught in stereotypes, such as women do not want to work. Because there is this stereotype, the prison management is "caught in a spiral they cannot break out of."

Class & Charter Day
May 7th, 1986

Afternoon Classes cancelled

11:00 - 12:30 Awards Ceremony in the Chapel
12:00 - 2:00 Lunch - B.C.C. Lawn
12:00 - 1:00 Hamilton Jazz Ensemble on the B.C.C. Terrace
1:00 - Bicycle Club Bikathon to raise money for the Campus Fund Drive - contact David Zucker for additional information
1:30 - Pie Throwing
- bid to throw a pie at your favorite person
- money goes to the ABC House
2:15 - Egg Toss
2:45 - Tug of War
2:30 - Professional Frisbee exhibition, workshop and tournament - Bristol Lawn
2:00 - McKinney Public Speaking Contest - Chapel
2:30 - Open Mike
3:00 - Clod Olympics
3:30 - Treasure Hunt - teams meet in front of B.C.C.
10:00 - Wednesday Night Live - Bristol Campus Center

Sponsored by the Student Assembly and the Dean of Students

Tradition continues

by Allison Boyer

Class and Charter Day, a longstanding Hamilton College tradition, will take place on Wednesday May 7 in the Chapel. While the College has seen a great deal of changes since the original Class and Charter Day, the celebration continues to reflect the Hamilton of old.

According to Frank Lorenz, Hamilton's Publications Editor, Class and Charter Day before the 1950's combined Class Day, a traditional student holiday, with the observance of the granting of the College's charter in 1812. Additionally, President Ward McEwen was responsible for the idea of awarding the prizes and scholarships on this day. Lorenz said that the day was created to be "a combination of history and humor."

Longstanding faculty remember the beginnings of Class and Charter Day as well. Russel T. Blackwood, John Stuart Kennedy Professor of Philosophy recalls three purposes of the day: as a ceremony to commemorate the Charter; as an opportunity to award prizes without cluttering up commencement, and the "most important" part of the day, a speech given by an alum or an established faculty member.

Blackwood reflected many speakers, including professor David Ellis, who spoke about the people buried in the Hamilton cemetery, and the late professor Frank Nesbitt. gave a lecture entitled 'Let's Drink to Frink" (Frink was a Hamilton English professor in the 1800's). President McEwen's wife also spoke on being the first lady of Hamilton during the 1960's.

This year, Hamilton B. Tompkins Professor of English Dwight Lindley will be the featured speaker. Lindley, a 1942 Hamilton graduate will give a lecture entitled "Hamilton College, according to Lindley: 1938-1942."

Lorenz suggested that anyone in the Hamilton community interested in finding out more about Hamilton's illustrious past should read *Hamilton College: A History 1812-1962* by Walter Pilkington.

This year, the Student Assembly and the administration have a variety of events planned. The Chapel Lecture and Convocation for Class and Charter Day are scheduled for 11:00 am. To complete the ceremony, classes after 11:00 am will be cancelled. The faculty and administration will be participating before the activities in an academic procession also beginning at 11:00 am.

According to Ezra Kopelowitz, Vice-President of the Student Assembly, a variety of activities will take place after the awards ceremony. The Bicycle Club will sponsor a bike-a-thon for the campus fund drive, and students can bid to throw a pie at their favorite campus personality, all proceeds going to the ABC House. An egg toss and tug-of-war will also be held.

As an alternative to the carnivalesque atmosphere, the McKinney Public Speaking Contest will take place in the Chapel. In addition, a frisbee exhibition, workshop and tournament are planned, as well as an open mike.

At 3:00 the "Quad Olympics" will be held. A treasure hunt will also start at 3:30. Finally, Wednesday Night Live in Bristol, beginning at 10:00 pm will end the schedule of events.

Kopelowitz said that in addition, the Hamilton Young Republicans will be conducting a voter registration drive. Amnesty International tentatively plans to set up a booth to distribute information.

All events will be held in the area of the Bristol Campus Center. In case of rain, activities will be moved to Sage Rink.

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Back to the Chapel

continued from p. 1

they assessed the solution. "It was like a war zone," quipped one student. Another was lead away in tears as she screamed "I hate them, I hate them so much."

Meeting Called

A meeting was called to determine what the group's course of action should be. Several of the students urged that the shanty on property owned by Emerson Literary Society be carried to the McEwen circle. Maggie Clark '87 pointed out that the urgency of the situation would not allow them to build another shanty from scratch saying, "we could have five minutes, we could have an hour." At 8:30 pm the group decided that the ELS shanty would be carried to its new site. The approximately 75 students split into three groups, one to carry the shack, another to round up more supporters, and the last to protect the damaged McEwen shanty.

Ben Ramsey of the Religion Department warned students that "the campus is not going to be real calm." Although he doubted the return of the physical Plant crew he stressed the importance of presenting a significant number of people in order to prevent "any other kind of retribution." The divesters agreed that opposition from other students would be met with silence and that they should remain peaceful despite offensive acts.

Student Agitator

After transporting the ELS shanty, the group continued to discuss the situation. As they did so a student walked up and began to dismantle the partially damaged shanty. The divestment supporters quickly encircled the building, preventing any further damage. The student, claiming that "this makes the campus look bad," was escorted from the shanty by several of the students and faculty present. He continued to roam around the area saying he "had as much right to tear down the shanty" as the protestors "had to build it" and asking reporters if they were "having fun" and if they "were getting all this."

By 9:15 pm 120 protestors were present as well as the **Utica Press** and WIBX. They discussed the possibility that the college would obtain a legal injunction and assessed their options in such a situation but reached no concrete conclusions. Debate then turned to the role of fraternities in anti-divestment acts. A meeting was arranged between divestment activists and Judd Potter, President of the Inter Society Council. Potter, who believes that the diversters' sentiments were a result of "bad rumors," issued a statement that fraternities do not condone violence and that as groups "we have nothing to do with the issue."

A Return to the Chapel

The discussion at the shanties returned to the topic of a course of action. The group voted to move the shanties back to the area around Alexander Hamilton's statue. By 12:30 Thursday morning the act was done. Crowds of bystanders appeared to watch and to drink draught beer from a nearby dorm. Several mockingly suggested that the protestors "chip in for a keg" and "binge for Africa." Others muttered "this is bullshit, I don't want this here" or sang "All we are saying, is give frats a chance." Despite the hostile atmosphere, there were no serious incidents.

The protesters began to bed down by 3:00 AM. A light rain began to fall and most of the spectators returned to their rooms.

The Morning After

Thursday morning dawned uneventful at the newly fortified shanty town. Most of the students slept at the shanties all night and as the morning progressed students who had spent the night in dorms came to join them. In an attempt to promote unity among the tired crowd, the group voted to build a new shanty surrounding the base of the statue, replacing the one removed by physical plant workers the day before. Supporters and curious onlookers continued to gather throughout the day.

As the crowd grew, rumors began to spread concerning a possible court injunction. At 3:15 students at the shanty received word that the administration requested a meeting with eleven members of the group, including two faculty members: Ben Ramsey and Peter Rabinowitz.

Summons Served

According to Meg Gates, one of the students named to attend, the group chose eleven alternates because they felt "uneasy about being named specifically." Nine of the original eleven and their alternated attended the meeting with President Carovano, Dean Endy, Dean Jervis, Vice-President O'Leary and Tom Kelteher, an attorney representing the school. The original eleven identified themselves, and Mr. Kelteher gave each a packet of legal documents. Gates said that the attorney was just about to start explaining the packet when Carovano asked alternate John O'Neill, a Clinton High student and son of professor John O'Neill, to leave the room. The students informed the president that O'Neill was a member of the group and his departure would end the entire meeting. Carovano repeated his request and the group left Buttrick Hall.

Carovano Addresses Group

After they returned to the shanties, a thunderstorm hit and drove many onlookers back to their dorms. The protestors removed around the statue. President Carovano came out to address the protestors as a group. As Carovano explained the situation, Physical Plant dumptrucks began moving up Campus Road and parked at Minor Theatre. The 150 to 200 students left Carovano and locked arms around the shanty.

At 8:30 pm 200 divestment supporters and 100 onlookers were present to await the expected arrests. An hour later, the Physical Plant crews left and a reporter from a Utica paper told students that he had contacted the police and they told him that no arrests would be made that evening. Oneida County Undersheriff Engels would not comment on his department's actions.

Endy Proposes agreement

At 12:05 am Friday, Dean of the College Melvin Endy met with over 100 student protestors to present a possible compromise agreement. Endy, after consultation with President Martin Carovano, told the group of students that the college was considering two alternatives to police action: the protestors could leave the shanty in place around the statue of Alexander Hamilton; or the shanties could be rebuilt in front of ELS, the Afro-Latin Cultural Center and McEwen circle. In either case, Endy said, the students would have to dismantle the shanties before senior week, Alumni Weekend and the June trustee meetings.

Endy stated that Carovano discussed possibility of reaching some kind of agreement" in anticipation of police action on Friday. Endy told the protestors that "when sheriffs come, consequences aren's pleasant and don't necessarily show a great deal of dignity." In offering the two alternatives to the students, Endy said that he hoped to quell recent "interests in putting pressure on the college to engage in a confrontation which we were willing to bring about and you were willing to take." As to why the options presented involve destruction of shanties by senior week, Endy stated that "knowing what goes on during senior week, it would take a heck of commitment" to keep them up during that week.

A major point of contention for the students was whether or not the college was willing to postpone police action during consideration of the proposed compromise, Endy said that the college would, in fact, "call the sheriff and tell them to wait" while the students and administrative officers confer, not that it is likely that the sheriff would tell the college to "shit or get off the pot by noon."

At the conclusion of the meeting, Endy stressed that "I think the campus is reasonably restrained... I think it is a reasonably civil community." He stated that if the students opt for police arrest rather than administrative compromise, he is "not going to try to dissuade [them]."

Preliminary Injunction

by Kanchalee Svetvilas

President J. Martin Carovano requested eleven students and two faculty members to meet with him, Dean of the College Mel Endy, Vice-President of Administration and Finance Dan O'Leary, and Tom Kelteher, the college's lawyer, at 3:45 pm Thursday, May 1 in the Trustee room of Buttrick Hall. The following were asked to attend: Michael Rothenberg, Michelle Smith, Cameron McWhirter Marjorie Sa'adah, Will Mecklenberg, Johnette Traill, Geoffrey Pinkerton, Nelson Kim, Ora Jervis, Julie Jones, Margaret Gates, Peter J. Rabinowitz and Bennett H. Ramsey.

These students and faculty except Cameron McWhirter and Peter Rabinowitz appeared and received a packet of legal documents. Included in the packet was a complaint from Carovano, a summons, an affidavit issued by Oneida County Court Judge John R. Tenney, and as order to show cause for the preliminary injunction with a temporary restraining order.

The following is the text of the preliminary injunction demanded by the plaintiff, Hamilton College:

1. Restraining and enjoining each and all of the defendents and all other persons receiving notice of this order from congregating or assembling within or adjacent to any of the academic or administrative buildings, chapels, dormitories, recreation rooms, athletic facilities or any other premises owned or operated by Hamilton College, or in any corridors, stairways, doorways, and entrances thereto, in such a manner as to disrupt or interfere with normal functions conducted by plaintiff in such place or to block, hinder, impede or interfere with ingress to or egress from any of such properties by College students, faculty, administrators, employees or guests;

2. Restraining and enjoining each and all of the defendants and all other persons receiving notice of this order from employing force or violence, or the threat of force or violence against persons or property at hamilton College;

3. Restraining and enjoining each and all of the defendants and all other persons recieving notice of this order from interfering with the removal of all shanties, tents, and other structures of any sort erected by the demonstrators upon College property.

4. Granting plaintiff such other and further relief as may be proper, together with the costs and disbursements of this action.

Endy mediates agreement

Negotiations between the administration and the divestment protestors which began late Thursday night were successfully concluded Friday afternoon. The talks were initiated by the Dean of the College, Mel Endy, after consultation with President J. Martin Carovano. Endy expressed the desire for a mutual understanding at a midnight meeting with Hamilton Students, Faculty, and Workers in the Chapel.

The protestors reconvened in the morning and after a few changes, they delivered the list of demands to Endy and Carovano at 9:30 a.m. The demands included 24 hour protection of the shanties until Alumni Weekend, removal of the temporary restraining order and court injunction, a promise that no disciplinary action would be taken for past actions, an increase in the number of representatives on the Committee on African-American Studies, a promise that the protestors would be able to speak before the Board of Trustees at their next meeting, and assurance that the Trustees would vote again on the issue of total divestment.

Although the Administration accepted an increase in the number of representatives on the Committee on African-American Studies and a promise to meet with the Board of Trustees, the first two points were in contention. The Administration asked that the shanties by the Alexander Hamilton statue be taken down Friday by HSFWD and not erected elsewhere on campus. Instead the shanties could be erected during commencement weekend and Alumni Trustee weekend with the College's protection. The second point stated that the temporary restraining order would be lifted immediately with the understanding that for the rest of the academic year through Alumni Weekend all demonstrations would be non-disruptive, out-of-doors, not blocking access to buildings, not disrupting campus activities, and not interfering with ceremonies.

After clarifying the two points, Endy left while the HSWFD discussed their response. Endy and Jervis took these changes to Carovano and continued to mediate by travelling back and forth between Buttrick and the Chapel the rest of the afternoon. Finally, the HSWFD accepted the Administration's two points with the understanding that they could choose when they could be civilly disobedient. The meeting in the chapel broke up and dispersed outside around the chapel. Because the group was not certain of the vote inside, revotes were taken and after two hours of argument the original decision stood. By a vote of 87 to 19 the HSWFD moved the shanties to ELS and decided to hold a meeting Saturday at 12 noon.

Jervis discussed the settlement with *The Spectator* late Friday evening, saying "I believe we have an agreement but I wouldn't stake my life on it." She cited a "whole slew of votes" at the protestors' meeting, many of which were "contradictory." "This is an agreement in good faith with a large group of people who have no leaders who can sign an agreement," she added. Jervis also pointed out that, although "it looks like a contract between the college and the group," it is not, as a contact would require the "two hundred and fifty signatures" of the protestors.

According to Jervis the protestors agreed to move the shanties, but can "reconstruct them for Commencement and Alumni/Trustee weekends." The restraining order remains in effect, she continued, so "if members of the group engage in civil disobenience they may be subject to criminal prosecution. Any arrests would not invalidate the agreement. Other points of the settlement include asurance that the school will take no disciplinary action for divestment activities so far, representation at the meeting on African-American curricular matters may be augmented, four to six HSFWD activists may speak before the Trustee vote on total divestment, and, finally, that these stipulations will apply to any other Hamiltonians or *ad hoc* groups acting in support of the divestment movement.

Pretty in pink

by Carol Turano

On Thursday evening, April 24, Michael Silverstein delivered a lecture entitled "I am tickled (pink): Psycholinguistic universals and cultural particulars". Silverstein earned his B.A. and PhD. at Harvard, and is now a Professor of Anthropology at the University of Chicago. He is well known for his research in American Indian languages, and has done fieldwork in Australia, studying the language of the Australian Aborigines.

Silverstein began by explaining that all humans have certain fundamental aspects in common. cultural systems, however, differ widely, especially the symbols in each culture, he said. Languages also vary from culture to culture, and what interests Silverstein is the question, "Does thought vary from culture to culture? How can we talk about the universality of human nature?" For example, explained Silverstein, Eskimos have twelve different words for what we call snow. He wondered, is it all the same snow? Or is there a reason they use twelve different terms for it? Silverstein is especially interested in how language relates to color, how we perceive color, and in "understanding how language links color and thought."

According to Silverstein, human color perception is "extremely complex;" nevertheless, humans can distinguish approximately seven to ten million perceivably different colors. Silverstein illustrated with a "color map" what he called "pure" or "focal" colors, such as red, green blue, etc. and the hundreds of shades and mixtures of each in between these "pure" colors. Different cultures use different terms for colors, he said; for example the wide variety of blues which we may call light blue, aqua, turquoise, etc. may all be called simply blue in another culture. Silverstein explained what studies conducted by anthropologists Berlin and Kay discovered: that in any culture in the world "there is a high degree of regularity of what people pick out as the focal color in a region of colors." In other words, when a person is asked to pick out the "best" red or the "real" red of a map of several different shades of red, he/she is most likely to pick the pure "focal" red: "No matter what language or how many color terms one has, we can predict with a high degree of regularity what each person's focal color will be."

Silverstein continued to explain that a culture organizes the way it sees color. He cited the example of certain tribes in the Philippines who have four basic color terms, which roughly translate into "dry", "wet", "faded" and "deep". Silverstein stated that although these people have a different conception of color and in fact do not even have a word in their language for "color", Berlin and Kay's theory applies to them: when asked what the "best" color in each of their four categories was, based on the color map, they pointed to the "focal" colors - the pure red, pure blue, pure green, etc.

Silverstein believes this explains the "universal nature of color perception". Humans categorize colors, he said, and it is "totally unconscious," something we cannot fight regardless of our language. He also believes that this shows "languages have something in common at a fundamental level."

Yosi Olmert presents Israeli viewpoint of American bombing of Libya. photo/Chris Martel

Inside Libya: Olmert supports force

by Lisa Fasciano

Yosi Olmert, a professor from the Tel Aviv University, spoke to a crowd in the Chemistry Auditorium about terrorism last Wednesday. Olmert specifically talked about the recent American action against Libya, and presented the audience with an Israeli viewpoint.

Terrorism, violence, and war are not new to the nations of the Middle East, yet they are only widely publicized when the terrorist actions are directed against the Western world. A double standard seems to exist, according to Olmert, for whereas Israel has always been criticized for its retaliation against Arab terrorists, the United States considers its recent bombing attack to be a justified action.

Olmert strongly supports the force used by the United States, for it is exactly the policy that Israel has employed for years. As an American ally Israel therefore stands behind the U.S. bombing of Libya, seeing it as the only means for dealing with the Gaddaffi regime.

Olmert spoke out against Western European hesitation to support U.S. action, saying that the United States only did what ought to have been done, given the situation. He states that the Europeans have used the same tactics on other occasions. He asks, if in 1977, the West Germans carried out a military rescue in Somilia, why do they now denounce the United States?

According to Olmert, the American action was a success, for none of the critics' predictions have come true. Many believed that the bombing would cause the erosion of U.S. diplomatic influence in the Middle East, and yet according to Olmert, this has not happened.

He feels there is no reason for nations such as Egypt to oppose American actions. Gaddaffi is Egypt's number one enemy, and therefore the American action was in the best interests of the Egyptians. According to Olmert, excuses not to support the United States in this action were based on the fear of what might happen in the Middle East as a result, yet nothing has occurred.

Inside Libya Gaddaffi, according to Olmert, is in trouble. Olmert believes that a new element has been added to the international game. Whereas previously there were no surprises, for terrorists acted without fear of retaliation, there has been a shift in opinion. Terrorists will now be the ones on alert. If they act, they cannot expect nations to sit passively by, for there will be moves to eradicate them.

Olmert believes that the United States has changed policy perspective over the years. These changes began in 1983, when Secretary of State George Shultz met with Syria's President Assad to discuss the problems surrounding Lebanon. One week later the U.S. embassy was blown up by Syrian terrorists, and Shultz, previously an Arab supporter, emerged as a strong Israeli supporter.

The Reagan administration, he notes, is moving toward a changing policy, deciding to use means other thant diplomacy with which to deal with hostile regimes. Professor Olmert believes that a parallel change is occuring in Europe, and cites a statement by an Italian minister as saying that he would not rule out the use of force as a means for dealing with Libya.

Olmert supports America's recent actions against terrorism as the only way of dealing with terrorists. He believes that you have to resort to violence for strategic reasons, because terrorist factons do not believe in the principles of diplomatic and political solutions. He cites the difficulties faced in the Arab-Israeli conflict, due to what he believes to be reluctance on the part of the PLO to cooperate and discuss the establishment of a Palestinian homeland. Therefore, according to Olmert, we must reject the use of political dialogue as a means for solving conlfict.

The violence of regimes such as Gaddaffi's have deterred moderate and intelligent people from believing in a political solution. There is no place for reason against terrorists who do not hesitate to act against their own people, says Olmert. It should not surpise us that they act against us because terrorism, according to Yosi Olmert, starts at home. It is a system that exists within societies, which is eventually exported to other countries.

Professor Olmert believes that in bombing Libya, the United States did what was needed. To critics who ask what that action has accomplished, he answers that it has not had any negative effects, and that we must simply wait to see the positive. He believes that U.S. action signals a turning point in international policy. A change is in process which advocates fighting terrorism, while at the same time seeking out those states willing to engage in a political dialogue, and in this way, he says, we may achieve peace in the future.

Life to 120: Cancer

Life to 120
Andrea L. Brand, M.D.

Dear Readers: The relation of diet to cancer risk is not completely understood, but research has pointed to several factors that may play a role. The American Cancer Society (ACS) has suggested dietary guidelines that may help reduce the risk of some types of cancer.

Foods that May Help Reduce Cancer Risk

Fresh Vegetables, especially dark green and deep yellow varieties in the cabbage family, including broccoli and cauliflower, may help reduce the risk of colorectal, stomach and respitory tract cancers. In addition, foods high in carotene, which helps in vitamin A synthesis, like cantaloupe, carrots, peaches, apricots, squash, spinach (deep yellow and dark green fruits and vegetables), may help protects us against cancers of the lung, larynx and esophagus. While it's OK to get our vitamin A by eating foods rich in carotene in moderation, taking large amounts of vitamin A (megadoses of vitamins) can be harmful.

Vitamin C, found in oranges, grapefruit, tomatoes, peppers, strawberries, lemons and limes, may reduce the risk of cancer of the stomach and esophagus.

Cancer of the colon is rare in cultures where diets are rich in fiber, found in fresh fruit, vegetables, whole grain breads, and bran cereals. The ACS recommends we increase our fiber intake to protect ourselves against this major cancer killer in the United States.

Foods that May Increase our Risk for Cancer

The ACS cites a high fat diet as a risk factor for cancers of the breast, prostate and colon. Ways to reduce fat are to choose lean meats and poultry, trim excess fat from meat before cooking, broil or bake our foods instead of frying in oil or butter, and drink low fat milk. Conventionally smoked foods and those cured with nitrites (bacon, hot dogs, ham) are thought to contain substances that may increase cancer risk also.

Heavy alcohol use, especially when combined with cigarette smoking, increases the risk for cancer of the mouth, esophagus, and larynx.

We don't have all the answers to cancer prevention, but we may have some. Avoiding smoking, reducing consumption of alcohol, eating more fiber and less fat are options open to all, but the burden of choice is individual:

". . . I have set before you life and death, blessing and cursing: therefore choose life, that both thou and thy seed may live. . . "

(Deuteronomy 30:19)

Colgate scholar Marable discusses Apartheid, racism

by Kanchalee Svetvilas

Manning Marable, one of the most widely read social scientists in America, delivered a lecture entitled, "Southern Africa, Apartheid, and U.S. Racism," Sunday, April 27, for International Students Weekend. He is currently Professor fo Political Sociology and Director of the Africana and Hispanic Studies Program of Colgate University.

Marable focused on the theme of racial equality and racial democracy in the U.S. and its application to South Africa. He first defined apartheid as a "pattern of institutionalized racism," and he hoped to demonstrate how this pattern was expanding inside the U.S.

He began by discussing Reagan's executive order that prohibited U.S. loans to the South African government and apartheid corporations. Marable labeled Reagan's order a "pseudo-condemnation" of the regime in South Africa. He believes Reagan issued the order because he was pressured politically by college protests across the nation. He said approximately $50 million worth of stock has been sold by the nations colleges and universities. As a result, Reagan was "embarrassed" into taking action.

Most critics in the U.S., Marable said, perceive South African apartheid to be similar to the racism exhibited during the Jim Crow period. These critics and Reagan, he said, do not believe South Africa is a totalitarian society. He asked, is Reagan correct? Is South Africa a distorted racial democracy and is it qualitatively different from the U.S.? He answered his questions by saying apartheid was "racial oppression" and "genocide" based on the need for labor. Apartheid, he explained, is pervasive in all facets of life and exerts totalitarian control." Wages are frozen at one level for blacks, Marable said, but the whites of all social classes have wages superior to blacks. He feels this discrepancy is the exploitation of black labor power. For example, in the mining sector, whites receive $1400 per month, but blacks received only $250 per month in 1984 for their labor.

This is an example of distribution of labor based on race Marable said. He stated that 74 percent of the Africans control 24 percent of the wages, but 18 percent of the whites controlled 60 percent of the wages in South Africa. In addition to the unequal wage system, Marable said the blacks suffer from "institutionalized violence used to maim and cripple the racial minority." For example, the ratio of doctors to whites is one doctor per every 330 whites, whereas the ratio of doctors to blacks is one doctor per every 19,000 blacks. The infant mortality rate for whites is 13 per 1000 and 300 per 1000 for blacks.

Furthermore, Marable said blacks are subject to an internal security act that bans anti-apartheid organizations and outlaws journals critical of the regime. Because of this act, Marable said that trade unionists were murdered. He also stated that South Africa has the highest penal population in the world, 450 per 100,000.

Marable said he cited all these examples to give "a sense of the regime" and to show that South Africa is not a democracy with a racial problem or a regime that respects laws. Rather, it is a totalitarian regime, committing "brutal exterminations."

Marable believes Reagan benefits and supports this regime. In 1981, he said Reagan called for the repeal of the Clark amendment which banned American assistance to rebel units in Angola. In 1982, Reagan authorized the export of electric shock batons, which are not used for cattle, but to torture the Black Africans. Marable quoted the Reverend Jerry Falwell, a Reagan supporter, as saying that the Botha regime would "keep the land free and prevent South Africa from becoming another Ethiopia." Twenty years ago, Marable said Falwell called Jim Crow "alleged discrimination", and Falwell claimed that the "true negro in America does not want racial integration."

Economically, Marable said the U.S. corporations are supporting South Africa, Caltex, Exxon and Mobil sold oil to South Africa in direct violation of OPEC. Applying this to American citizens, he said in the steel industry, 74-82 domestic steel companies declined. The U.S. steel industry, he said "siphoned" off profits and invested them abroad instead of in the U.S. He added that there is an increase in imports from South Africa since 1975 by 5000 percent.

According to Marable, the Iron and Steel corporation in Chicago has shut down, because the "local steel workers are not working hard enough to compete with foreign steel." But the Iron and Steel Corporation's office building is being built with steel beams from South Africa. Marable said these actions cause Americans to lose their jobs. Therefore, "you are hurting yourself and the U.S. by promoting the regime."

Marable next tried to combat arguments against divestment. He said the Sullivan Principles do not work. He explained that the Sullivan Principles originally advocated desegregation of the workplace, equal pay for equal work, an improvement and equality in workers' lives. Even if every company followed them, he said apartheid would still exist because they only focus on a tiny percentage of the labor force and it does not affect the workers outside the workplace. The U.S. companies that follow the principles are captial intensive and employ a higher number of white collar workers. Labor intensive companies that hire a large number of black workers tend not to follow the Sullivan Principles. The U.S. companies in 1984 that followed the Sullivan Principles comprised only 0.6 percent of the total non-white labor force. In addition, about one-fourth of the Sullivan Principal signatories did not report their operations. Of those who did report, they received the lowest possible rating.

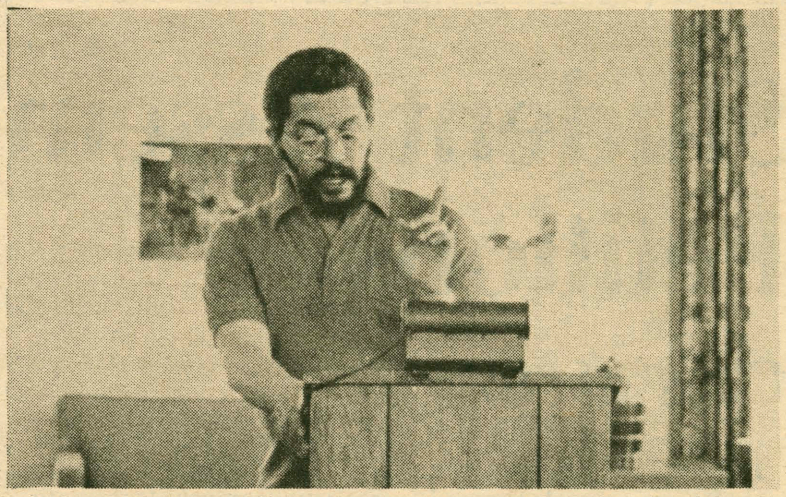
Marable refuted the argument that divestment will lead to disinvestment, cause an increase in black unemployment, and create tension between blacks and whites. He said that apartheid is a system of white privilege. Disinvestment would break down barriers and create a possibility for greater unity between whites and blacks.

Returning to Reagan, Marable said Reagan's speeches used political imagery to convey a type of "slick racism." For example, in Philadelphia, Mississippi, Reagan said he supported states' rights. Marable interpreted these words as an appeal to the white voters to link racist violence.

In the U.S., Marable said the "symbols of racial inequality are not overt," but they are present. For example, before the Reagan administration there was a "rough parity" of blacks and whites who went directly from high school to post-secondary education. Under Reagan, this parity declined by 36 percent. Marable also sees an increase in "economic and social chaos". One-fourth of the black teenagers in the U.S. do not complete high school. After homicide and accidents suicide is the third highest cause of death for 15-24 year olds. Of the homicides, Marable said blacks are killing blacks. Why? He said "the system does not provide economic opportunities."

After studying all these statistics, Marable has found that "democracy is not a thing; it is a process." He feels that in the last six years all the gains are being "erased and taken away." Because of this, Marable believes we must study movements and make corrections with international and domestic issues. He feels we need to take out talents and skills to improve the lives of people who are outside of power.

He feels change is possible because one hundred and fifty years ago "extremists" got rid of slavery and achieved a national majority. Also, two decades ago segregation was eliminated. In the 1980's, he said "we must advance politics beyond piecemeal reform." He strongly believes "we must abolish racism where it exists, and combat poverty and hunger here and throughout the world." He realized this may seem like a Utopian goal, but we must strive for racial and social equality, full employment. Furthermore, we must struggle against all intolerance such as anti-semitism and female oppression. In addition, we must clarify our domestic vision by linking democracy abroad. He warned, "if no connection is made, then the far right and the Reaganites will win, and we will be defeated."



Manning Marable relates aparthied to U.S. politics. photo/Ora-Anne Jarvis

Judging other nations

continued from p. 4

Levy finally brought the history into the 1970's and '80's, and to Latin America. He said that Israel had ignored Central America up until about ten years ago only because they had been preoccupied with states closer to home. Israel found support for their Jewish state from Central America largely, Levy declared, because Central America would rather have the Jews in Israel than in their own states. Israel, in turn, has supported the United States' efforts in Central America.

Levy next talked about the U.S. Jewish lobby power. Here, Levy became critical of his own ethnic group. He argued that the strength of the lobby is based on the myth that Jews are only for human and civil rights and democracy, and that these ideals have been elevated to a dogma. Levy gave an example of Jews speaking out against Soviet totalitarianism that prevented Jews from leaving that state, while ignoring the similar actions of the Palestinians. Levy pointed out another criticism of the Jews, that they prevent honest inspection of themselves mainly because of the efforts of the U.S. Jewish Public Affairs Council.

Winding up his lecture, Levy returned to the story of his relatives planting a tree in the national forest and that promise of a stronger Jewish state. Although he loves his Jewish roots — "I grew up loving the land of Israel" — he feels that this is not a time to be living in myths but for maturity and courage. Quoting Exodus, Levy said his advice to the Jewish state was "Do not follow the multitude to do evil."

Science versus ethics

After discussing questions from the audience on the arguments of his first lecture, Levy began his second, "By What Standards Should We Judge Other Nations?" Levy informed us that he would have liked to add to the title, "How Can We Apply Those Standards Impartially?" Levy presented his second lecture much more informally, using the blackboard and asking the audience to raise objections at any time.

First, Levy wrote "science" and "ethics" on the blackboard, the two aspects of political questions. Scientific questions, he explained, are the technical questions of how, deduced by logic. Ethical questions are ones that are not empirical, ones based on the thinker's belief that something is just. Levy gave examples for the two attitudes toward scientific inquiry, the observer's and the pragmatist's. The observer, Levy explained, is one not concerned with the affair. The example Levy cited was of Santayana during World War II who nonchalantly believed that the more killed the better since that would leave more good people. Furthermore, while at a French cafe hearing that the Germans were invading, Santayana supposedly wanted to get to Paris because his winter underwear was there, and because he did not wish the Germans to get it. An example for the pragmatist is a person who judges along the lines of extreme practicality. Levy told his listeners of an economics professor who thought colleges should warn all parents if their children were signing up for art courses it was a waste of their tuition.

In explaining how principles could guide inquiry, Levy went from a science versus ethics to an "is" versus "ought" dilemma. Under "is," he listed considerations of logic and method. "Ought," he said, involves questions of what is the greatest good for the greatest number. Levy cited Kant's belief that the connection between "is" and "ought" is through duty. In contrast, Norman's solution is an attempt to maximize two variables simultaneously. Levy dismissed Norman's argument as contradictory because the result of the two variables converged into one.

To convert "is" to "ought" Levy listed three guidelines. First, one should judge nations by common standards. He clarified by distinguishing between judging a country good if its standard of living is $25,000, and if its standard of living is equivalent to the U.S. $25,000. A second consideration Levy proposed was to judge a nation according to its merits, giving favor to no party. Thirdly, and Levy emphasized this consideration as the most important, is to look at the argument from the adversary's side. In explanation, Levy wrote in large letters next to this point, "Practice What You Preach."

Levy gave an example of judging someone who killed another. The scientific angle would be to review some videotape of the incident. If one did indeed kill the other, then he is guilty. From the ethical viewpoint, one should look at the fact that the first was attacked, and thus killed in self-defense. Attempting to combine these two viewpoints was the idea of Levy's lecture. He argued that one is taught ethics throughout their life from sources such as the Bible. He believes what is needed is to use both science and ethics and to consider "is" and "ought," in order to arrive at a conclusion. Levy ended, the ". . . more science is brought into ethics, the happier we will be."

Student Assembly Petitions

Class of '87

Steve Andrzejewski

I believe I can represent you best in the Student Assembly because I have experience with the organization as a junior representative and as a member of the Funding Committee. My experience will enable me to voice your opinions and ideas in an organized and effective way. I will be open to all of your suggestions for funded clubs and organizations, constitutional revisions, special committees, and any other activities the Student Assembly will take part in for the upcoming academic year. In addition, I am willing to bring your ideas concerning campus life and academic policy to the administration and faculty. If you want to be heard, vote Steve Andrzejewski for Student Assembly-Senior Representative.

Amy Driscoll

A senior class representative does not only work along with the class president toward making a successful senior week, but is also expected to chair various committees such as those concerning funding, constitutional revisions, administratve appointments, and election procedures. An understanding of the functions and practices of these committees is imperative for their smooth operations. After serving on the Student Assembly during my sophomore and junior years I have the experience and knowledge necessary to be an effective senior class representative. If re-elected to the Student Assembly, I promise to continue my committment and responsibility to the board and my classmates.

Thank you for your consideration.

George Kartalian, Jr.

I believe that the administration's treatment of the students as children has to be put to an end. It is time for the students to have a voice in forming the policies that affect us. I plan to achieve these goals by:

1. Greater student/administration communication.
2. Greater student/faculty interaction.
3. Reinstatement of the Student Assembly as a governing body.

David Koehler

Serving as both the Program Board Chairman and a member of the Student Assembly this past year, I have gained the experience needed to effectively work within the bureaucracy that guides the Hamilton campus. But the reason that I am running for Senior Assembly Representative goes beyond my experience in carrying out tasks at Hamilton. In the past year serving on an experienced assembly, I saw the campus administration and faculty make decisions that required student advice. Yet student advice was not sought for these decisions. In the coming year, I fear that student advice will continue to be ignored. If elected to the assembly, I will work to see that in the coming year student opinions are fully considered in decisions that effect the student body.

Monique Lui

I am running for Student Assembly Senior Class Representative because I have an active interest in the Hamilton College Community. With my involvement in various organizations including the I.D.C. the *Spectator,* WHCL, Roots in the Glen, and the Swim Team, I feel I understand the workings of the college. If elected Senior Class representative I will work hard as I have in these other activities. I would like to open the lines of communication between the student body and the Student Assembly so there can be a better understanding between the two. I will be easily accessible and open to any ideas or feedback concerning the student assembly.

Lee Manchester

I am running for Student Class Representative because of the present situations occuring on campus. The ill-feeling towards the present administration has diversified our community into separate factions. I believe steps must be taken in order to insure the interest of the whole student body. With two years of experience on the Student Assembly and one year on the Appeals Board I am able to evaluate many problems that lie in our community. With your vote I will be able to represent student ideals which must be noticed by our administration. The administration must be forced to take notice to the interest of the whole student body not just the few.

Janice Murray

The responsibility of the Student Assembly Representative is to hear the opinions of the student body and to represent their interests and suggestions. In order to do this, the representative needs to be able to communicate with his/her peers and to have some comprehension of their ideas concerning academic and social issues. I believe that my interactions with you, my classmates, represents a broad range of the diverse opinions of our campus. It is my desire, if elected, to be the voice of the student body and to keep you informed of the Assembly's actions.

John B.A. Nye

I feel I am worthy of Student Assembly and all related responsibility of the position. Working with others is easy, for I am charismatic, amiable, and diligent. Furthermore, I am a transfer student. I ttended Skidmore College for tv years; the experience and famil ty I have with another campus will enable me to pose new and different ideas and opinions at Hamilton. Most importantly, I don't feel I can graduate from Hamilton College without partaking in the administrative side of student affairs and interests.

As a rising Senior with interesting opinions, original ideas, and Skidmore experience, I would be honored to serve the Student Assembly with your support behind me.

Phil Smyth

In my career on the Student Assembly and with other student organizations I have had the opportunity to make and implement policies on a number of social issues.

If I am elected senior Student Assembly representative, I will use this experience to work for a better Hamilton for all students. Too often students allow political differences and factionalism to diminish the power of the student body. I will try to work to find solutions to differences among students and to unify the voice of the senior-class and student body as a whole.

Class of '88

Richard Amend

I am running for the position of Student Assembly Representative for the Class of 1988. As your representative, I will represent you fairly and honestly. I think that our class has great potential to influence the future direction of Hamilton, and I feel that I could help to effectively channel that potential in a very constructive manner. If elected, I can promise commitment and reliability. So, make the right choice; vote Rich Amend for Representative of the Class of 1988.

Shelly Danse

I believe that it is important to have people on the Student Assembly who care about what happens here at Hamilton and are willing to become involved. As President of the Student Council in my high school I feel that I have gained a great deal of insight into Student Government. The Student Assembly serves many functions at Hamilton and its many responsibilities require members who are dedicated and responsive to the needs of the students and the school. As an experienced individual I feel that I am qualified to meet these needs.

John Driscoll

As an incumbant, I wish to thank you, the class of 1988, for allowing me to represent you during the past year. I have enjoyed serving on the Executive Board of the Student Assembly, and I have gained valuable experience working on the Funding Committee and Chairing the Utica Transit Authority Committee. Experience will enable me, if reelected, to continue representing you effectively and to attack issues of greater importance, particularly the faculty and administration's apparent disregard for student opinion. The problem manifests itself frequently, but the most glaring example was the recent abolition of January Term. If reelected, I promise to do whatever is within my power to breech the gap in communication.

I look forward to having the opportunity to represent the class of 1988 next fall. Please, exercise your right to vote on May 8.

Randy Estabrook

The atmosphere on campus has become increasingly tense recently, as the administration appears unresponsive to and even uninterested in student input. The Student Assembly must become more involved in the issues affecting the quality of life, social and academic, at Hamilton. I would like to work with other members of the Assembly to increase contact with administration offices in order that a majority of students have their interests addressed. Vote Randy Estabrook on May 8.

Jennifer Hellreich

The Student Assembly works with a budget of approximately $100,000.00. This money is used to fund clubs and student activities such as Wednesday Night Live, Class and Charter Day, and the Spring and Winter Carnivals. Unfortunately students are not always aware of the role they could play in determining exactly how this money is spent. I won't tell you about *my* ideas because I want *your* ideas. As a junior class representative I would make sure that the students get what they want. Together we could make it a great year!

Ora Anne Jarvis

The recent changes in Hamilton College's policy of the January Term and the credit/no credit option have caused widespread confusion and concern within the college community. Most students correctly argue that the student body should have been consulted over such important academic issues.

Perhaps it is time that all organs of student representation should be strengthened and utilized. This is the responsibility I accept by running for the Student Assembly.

From my experience in diverse leadership positions I've learned accountability to those you represent should be the guiding principle.

As your representative in the Studnet Assembly I pledge to be your voice in campus affairs. Vote Ora-Anne Jarvis for efficient student government.

Steven J. Manzari

A representative's most essential role is to communicate the opinion of the students to the assembly, and to communicate the assembly's position to the students. I feel I am well qualified to do both, having served on the Housing Committee during the past year. I am also involved in the Rugby Club and am a photographer for the *Spectator*. I believe these activities heighten my ability to represent the class of 1988. I ask for your support in the election. Thank you.

Joey McCalla

For the past two years I have served as representative to the Assembly for the Class of '88. This year I acted as Student Assembly Treasurer in addition to representative duties; I was responsible for the allocation fo the SA's budget and monitored the accounts of every Assembly-funded organization or club. I sincerely enjoy my role as a representative and hope to continue representing the Class of '88 through our upcoming junior year. Please vote for me in the May 8th elections to enable me to do so. Thank you.

Irfan Malik

A Vote for Equal Rights and Justice.

Irfan Malik for Junior Student Assembly and Judiciary Board Rep.

Jim Walden

Does the name Jim Walden ring a bell? No, he was not the finalist in the Mr. Universe contest. He was the guy who ran for every conceivable political office freshman year. . . but lost. Even with slogans like "Vote for Chris Kuhn's roommate", he could not turn the political tide in his favor.

That is why we formed the "Coalition to elect Jim Walden." We feel that Jim has what it takes to make it as a street cleaner; no, we mean, a Student Assembly representative. Jim has a long history of violent crimes; whoops, we mean, a long history of serving in responsible political positions (he was, for instance, a crossing guard in the fourth grade).

Jim loves politics, he loves working with people, and he loves rocky road ice cream. He would be a great representative because. . .well because. . .because God wanted it that way, all rights.

Do it for Hamilton, do it for your country, or just do it because it would be a nice thing to do:

Vote for Jim Walden: Student Assembly representative.

Class of '89

David Cesareo

I am running for Student Assembly Representative '89 for a number of reasons I would like see greater student input and increased decision making capabilities by the Student Assembly. Presently, the Administration acts as a barrier to student innovations. Other candidates may tell you what they want to be done next year, but realize that it is presently very difficult (if not impossible) to accomplish anything of significance. I will attempt to gain greater student influence by working within the current system. Only then may other policies even have a chance to be initiated. Hopefully, others will agree that students need a more active role.

Ann Crisp

You may be asking yourself why you should vote for me over the many other people running for this position on the Student Assembly. Well. . .I believe that I could be an extremely vocal, effective member of the Student Assembly. I am willing to take all of your suggestions and represent your best interests. I am more than ready to represent you. This position requires a strong individual who can make a commitment to work hard, and bring a new perspective into the group.

I recognize the importance of a strong student government system and I would very much like to be a part of it. If elected I can promise to do my absolute best to represent you.

I hope you will give me the opportunity.

Mark Drexelius

Once again I am giving myself to you, my fellow members of the class of '89, to dicide if I am worthy of being one of your spokespeople on our Student Assembly. This position is becoming increasingly important as life on the hill feels the crunce on societies and so forth. Next year, more than ever the Assembly will have to play a vital role in Hamilton's social life. As a result, the members of the assembly must be innovative and creative with their ideas, while responsible in putting these ideas into action. I will do my best to fulfill these needs, and so I ask for your vote on May 8.

Kate Dumbleton

Hamilton College exists to benefit students, therefore, it is essential that needs of these students be well represented to the administration. The Student Assembly is a valuable source for maintaining effective Student-Administration communication, and thus it is of utmost importance that those representing the student body be responsible, dedicated, and firmly supportive of student wishes yet, willing to compromise when necessary. Representatives must be aware of issues students feel are important, and make them known to the administration in a way which will make effective and fair changes. I feel that I possess these skills which are necessary to fulfill this important decision. Thank you for your vote.

Paul Durfee

Last fall, the class of 1989 took a chance and elected me as one of their representatives. Now, I hope they'll do it again. I learned many important things about the controversies concerning student life at Hamilton, including credit/no-credit, J-term's abolition, faculty presence on the honor court, and the alcohol policy. I learned how they affect us, and the importance of voicing our opinion in any decisions that will change our life. As sophomores, it is important that we use what we have to our best interests. I will do it.

Christian Johnson

Despite the fact that you may presently associate my name with the Christian Johnson building (a mere coincidence), I do indeed exist, and what's more, I want to be your student assembly representative. In the past year I have been frustrated because I've been unable to contribute my ideas for the general improvement of campus life at Hamilton. I think it is important that we remind the administration that Clinton is not a thriving metropolis; therefore, exciting student activities have to be brought to campus. This is especially true with regard to the drinking age. The administration promised to make changes but has yet to follow through. I think that a better student-administration relationship, through the student assembly, will make the necesary changes possible. I believe I have the ability to make a positive contribution to student affairs and I hope I'll have a chance to serve you.

Ian A. Marsh

I enjoyed serving you this year on the Student Assembly, as my faithful attendance and enthusiastic participation has proven. It is now time to develop a stronger Assembly and to give our class a bit more direction. If elected, I will continue to work to meet the responsibilities of your class representative.

Kathy Meese

When was the last time you attended a dorm meeting? Assembling students and obtaining their opinions is a difficult task. As a Student Assembly Representative, I would do my best to find out people's opinions on issues and voice them in the Assembly. I would also, to the best of my ability, see that funds are alloted equitably among organizations, so people have the opportunity to participate in a variety of activities. I feel it is important for a representative to be dedicated, responsible, and hard-working, and I know I would put in the time and effort needed. Vote Kathy Meese Student Assembly Representative for the class of '89.

Tom Meyer

My name is Tom Meyer and I am running for Sophomore class representative. I believe that the position of class representative should entail exactly what the title suggests. If elected I will introduce your problems and suggestions to the student government, and fight for these beliefs to the best of my ability. I would also make the effort to get to know as many of you as possible, and keep you informed of any progress which takes place. It is ironic that at the present time there is a noticeable gap between the student government and the students themselves. I would like to emphasize the fact that if elected I will totally commit myself to closing this gap, and try to make the student government a more influential part at Hamilton College.

Ian Peck

I am seeking the position as student assembly representative of my class, '89. Hopefully, as a representative in the assembly I would be able to voice the needs and concerns of my class. Recently, many aspects of student life have angered myself and my classmates; housing lotteries, J-Term, social functions, and the A.R.A. mealplan are some of the examples. I would like to use the student assembly as a vehicle by which to reform such school systems as these; which are presently poorly organized. With your support my post in the assembly can become reality.

Jeffrey Shackner

A cloud of mystery surrounds the activities of our Student Assembly. Great misunderstanding and lack of awareness characterize the student-student assembly relationship. Much of this problem stems from a failure in communication. As a student assembly representative for the class of '89 I will commit myself to the promotion of better and increased communication. Increased communication will lead to a better awareness of the student assembly's activities and decision making process. I am easy to approach, and I will go out of my way to speak freely with any member of my class. Vote for Jeffrey Schackner of Thursday, May 8th.

Michelle Townsend

Student government organizations can follow one of two routes: they can be ignored and disregarded, or, work successfully to meet the needs of a diverse and changing student body. Honestly speaking, I am anxious to help make the changes and meet the needs that we, as students, have the right to request.

I chose to wait a year before running for Student Assembly, in order to learn how the assembly functions. During this time, I have become acquainted with diversity, depth, and needs of the class of '89. Because it is nearly impossible to appear sincere in a platform similar to so many others. . . you must trust that my intentions are honest.

Amanda Wistar '89

I am Amanda Wistar and am running for Student Assembly Representative. Often politicians bend and twist their definition of representative to circumvent their platform. In too many cases the real meaning of the word is lost in the shuffle. Being elected your representative would ensure an attentiveness to the diversity of thought and opinion existing within our class. The position encompasses not only the wishes of the dominant majority, but also those of the smaller minority, who's ideas and opinions are sometimes overlooked.

I intend to be a fair and impartial representative, in the *true* sense of the word.

Kathryn Smith

This year I enjoyed representing the class of '89, and this is why I am running for re-election to the Student Assembly. I learned about the specific responsibilities of the Committee Chairpersons that run the elections and make constitutional revisions; with this knowledge I believe I could be an effective leader representing you ropinions. I, also, worked on Winter Carnival and, currently, our fund raiser. Next year the Assembly will be addressing the issue of J-term; my goal is to see that the students at Hamilton have an influential voice in this matter and in the future, be consulted in decisions as important as this one. Please, vote for Kathryn Smith to represent you for another year, and with your help establish a spirited, enthusiastic class. Thank you.

Honor Court Petitions

Class of '87

Lise Christensen

As a member of the Student Assembly I have become aware of the issue of faculty involvement in Hamilton's student government. Traditionally Hamilton's government has been comprised only of students, who serve on the J-Board, Student Assembly, and Honor Court. It has been a system whereby students can be judged by their peers, with no faculty involvement.

Last year, revisions were made in the school Constitution that allowed three faculty members to hold seats on the Honor Court. These faculty members were also accorded the right to vote, and consequently, to make decisions that directly affect the student in question.

As an Honor Court representative, I would participate actively to ensure that the decisions made are based on student's opinions, and not faculty input.

Allison P. Boyer

I am running for the Senior position on the Honor Court because I believe in the Honor Code. It is an important component of the Hamilton experience and I want to see that it remains at Hamilton. The Honor Code recognizes that Hamilton students are adults. As a member of the Honor Court I will work to ensure that students receive an impartial hearing and fulfill their responsibility to the Code.

Irene E. Siotka

Hi! My name is Irene Siotka and I am running for Senior Representative to the Honor Court. Although I have never served on the Court, I still feel qualified to fulfill the obligations inherent in the job. I am hardworking, responsible, but most of all, committed to making the Honor Court a top priority. I believe the Court is the best way to maintain academic integrity on campus, but only when it serves as an instrument of defense as well as prosecution. As representative, I would try to balance this dual role by being an impartial and thoughtful member of the Court. I hope you'll vote for me—Irene Siotka—on May 8th. Thank you.

Andrew M. Stewart

It is commonly believed that most Hamilton students pay little attention to election platforms; well, I certainly hope that the Spanish speaking community is slightly more interested: "Yo creo que los ideales incorporados en nuestro 'Honor Code' son esenciales a la abilidad de nuestro colegio funcionar cano una sociedad integra en cual podemos confiar en toda la gente. Es el deber de la corte proteger esta confianza entre los estudiantes y los profesures. Es con esto en mente que espero servir respetuosamente el proximo ano. Gracias por su soporte."

Class of '88

Both won by acclamation.

Hillary Garland
Cynthia Kler

Class of '89

Jean F. Gruss

As a first year student at Hamilton College, I have been struck by its academic integrity. That a professor may leave students alone to complete their examinations is a great symbol of trust and freedom not found on many campuses. We are fortunate at Hamilton to have a student body which respects the Honor Code and which feels that grades must be earned the right way. As Hamilton is growing and changing, we must keep this trust between faculty and students alive and I believe that I can uphold the Honor Code and, consequently, the freedom we now have.

Kristine Heffernan

My name is Kristine Heffernan and I am running for Sophomore Honor Court representative.

According to the guide to policies and procedures at Hamilton, the Honor Code "places responsibility for intellectual honesty squarely upon the individual student." The code is one of Hamilton's most important principles forming the basic foundation for high academic quality. Unfortunately, infractions and misunderstandings occur creating the necessity for the Honor Court in maintaining the high standards of academic honesty. I am confident that as a representative of this court I will be able to help maintain these high standards. My reasoning will be sound and objective, and I will not hesitate to disqualify myself from a case should a conflict of interests compromise its integrity. A good representative must be capable of maintaining personal high standards of honesty in order to insure the continuation of quality in the processes of the Honor Court.

Colin McKearnan

The Hamilton community has seen the Honor Court change in the past eight months from a somewhat controversial body of students to a Consistent and fair decision-making union of seven students and three faculty members. I'm very proud to have served on the 1985-86 Honor Court and I hope that the image now held by the court as a whole somewhat reflects my individual ability. I believe it does. My desire to serve on the court for the next school year is strong and I want very much to prove my sincerity to the community.

Program Board Petitions

Jim Andrews

Over the past two years, I have enjoyed and admired the efforts of the Program Board. Hamilton is an isolated college and I believe outside culture and entertainment is crucial to a healthy social and academic atmosphere. I am a conscientious and hard working individual who would stress communication with the student body. Talking to people about their suggestions and ideas would perhaps be the most enjoyable and important part of my job. I believe the Program Board should be a visible and approachable group, always prepared to discuss future plans and ideas with students. If elected, I will greatly look forward to bringing the best possible entertainment to Hamilton.

Veralyn Behenna

I would like to serve next year's Program Board through one of three At-Large Representative positions now available. I have worked for the Program Board, coordinating Coffee House events, for three previous semesters. Therefore, I am already familiar with the mechanisms of the Program Board. In addition, I have had experience publicizing, carrying out and delegating responsibilities, budgeting, organizing schedules, working with A-V and Bristol Campus Center, and attending central organizational meetings. Next year I would like to insure a myriad selection of campus events. More specifically, as one of three representatives, I would like to encourage and arrange some more unusual programs, in addition to the Program Board's usual priorities.

Jonathan Hale

As an enthusiastic supporter of campus events, I believe that the success of Hamilton's social life depends upon the number of diverse opportunities available to the student body. The Program Board's role in providing such events is crucial. I intend to continue the Program Board's sponsorship of Coffeehouse and HUB projects. I would, in addition, hope to provide such medium-sized acts as Suzanne Vega and Three Colors. The success of Three Colors leads me to believe that future events sponsored in part with TooReal productions or WHCL will also have a role in bringing variety to campus. Finally I feel the campus might benefit more from one big name band playing mid year. While in the past two smaller concerts have met with some success; one big band might appeal to a more diverse audience. This band would also be supplemented by smaller acts such as Jonatha and Jenifer and prominent campus bands.

James Lynch

I would like to run for Program Board to ensure the best possible entertainment from the big bands to Wednesday Night Live. I am especially interested in taking over the operation of Wednesday Night Live. I know what the weekly time commitment is, and I am willing to make it. While all aspects of the Program Board are important, I feel that in addition to the attention that the big bands get, it is important to remember weekly entertainment. I will work hard to ensure that these smaller acts get the attention that they deserve.

Leslie M. Moseley

I feel I am a qualified candidate for the Program Board. I have a strong interest in diverse music and much organizational experience. I see the Program Board as an essential asset to the Hamilton community which must be in direct communication with the interests and opinions of the students. If I were elected to this position I would aim for close contact with the different musical interests represented on the Hill. I believe Program Board representatives must devote time and careful consideration in planning events which effect such a large group of people and provide an important addition to the social scene. I am extremely willing to dedicate myself to this job and exercise its full potential. I would appreciate your vote.

Caleb Windover

I believe that the two greatest imputs any given member of the Program Board can give to the board as a whole are simple common sense and a high level of enthusiasm. Organizing large-scale events demands that the board be responsive to the desires for the students It also demands the consideration of innovative ideas that may have gone unnoticed in the past. If elected to the Program Board, I think the board would increase its capacity to meet social needs of students at Hamilton.

Appeals Board Petitions

Dave Clifford -'87

As a rising senior I understand the importance of the Apellate division of Hamilton. During my career at Hamilton I have seen the benefits and purpose of the Appeals Court. Through the Appeals Board students are given an opportunity to reverse an otherwise arbitrary decision. The Appeals Board is an extremely important institution at Hamilton and one which the student body deems as such. Due to the importance of the Board if elected, my ambition will be to serve and contribute to the high standards already established.

Hayley Hamilton '87

Two years ago, if you were found guilty by the Judiciary Board, you could appeal to a board made up completely of faculty. Today, students are permitted to sit on the Appeals Board with the faculty. This reform toward more student representation is one which I favor strongly. A seat on the Appeals Board is a great responsibility, because it requires a representative to have an in-depth knowledge of Hamilton's policies and procedures. If elected, I, Hayley Hamilton, promise to serve the student body by giving the Appeals Board my energy, sensitivity and sense of fairness.

Lori Landers '87

It is essential in a college community to have legitimate courts with peers as members to try cases of the community's members accused of both academic and social infractions. If a student wishes to appeal a decision of the Honor Court or Judiciary Board, he/she should be confident that the Appeals Board will be fair in reviewing the case and making a decision. I have experience as a member of the Judiciary Board and would like to give legitimacy to the Appeals Board by being an unbiased member who promises to judge fairly. Please vote Lori Landers for the Appeals Board.

Julie Reinshagen '87

If chosen to be an at-large Student Representative on the J-Board and Honor Court Appeals Board, I will carefully consider each case as it presented and try to help settle it in the most fair and just way possible. I would appreciate your support on May 8th—please remember to vote.

Margaret M. Surowka '87

As an Appeals Board representative, I will work to ensure fair and just treatment for everyone. The board consists of faculty representatives and two students. I understand the needs and views of the student body. I am hard working, willing to listen, and will be honest and objective. As your representative, I will always be open to your opinions and ideas. The Appeals Board needs a strong voice to represent the students and I believe I am best able to fill the position.

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HAIR 2000

Judiciary Board Petitions

Class of '87

Kate Campion

As a serious student and an active member of the Hamilton College community, I offer the Judiciary Board the ability to consider evidence from an open-minded, objective point of view, and a commitment to fair, confidential J-Board procedures.

Rick Congdon

As a junior Judiciary Board Representative this year, I believe I used my knowledge and experience as an active member of the Hamilton College community to the Judiciary Board's greatest advantage. My ideas and input had a positive effect on the overall judgements and sentences handed down by the Board.

Next year, as an experienced Board member, I feel I will be even more capable of influencing the Board in such a way as beneficial to the individuals involved. As every case is very important, being an experienced member of the Judiciary Board I will be adapted to its procedures and thus will not treat the initial cases as a silent non-participator, as a newcomer might be apt to do. My background and experience will impress upon the members of the Board an energy which will affect the outcome of each case in the fairest possible way.

With all the new controversies confronting the Court this year, such as the Alcohol Policy and the Party Form, I have gained invaluable experience necessary to hand down decisions and sentences which affect and ammend such policies. Thus, decisions which affect every individual at Hamilton.

Come election day, vote Rick Congdon for the best possible Senior Representative to the Judiciary Board.

Todd Fraser

The Judiciary Board, which is governed by very few written rules and regulations, must consist of a representative body that will ensure fair representation on behalf of the entire student body and be explicit enough in its actions to provide a mutual understanding for all concerned. Student representations of the Judiciary Board should be capable of having a responsive ear as well as the dexterity to work with the faculty in providing fair representation for everyone.

If I were elected to the Judiciary Board as a Senior Representative I think I could fulfill these responsibilities. Having previously taken an active part in smaller committees I have come to realize the importance that each member has within them in contrast to those in a larger organization. As a member of the Judiciary Board I would ensure that my commitment to both my peers and the faculty would be fulfilled. Vote for an active and fair representation on May 8th. Thank you.

Meg Shevach

I perceive a member of the Judiciary Board as one who contributes rational, unbiased ideas to the decision-making process. If elected, I intend to represent the senior class in such a manner. Any judicial process necessitates the impartial behavior of its members, who must incorporate both a conscientious and receptive attitude in their decisions. The student body needs a strong, vocal representative to balance the opinions of the faculty board members. I believe I could be that representative for my fellow classmates, and earnestly uphold their ideas within our judicial system. Thank you.

Thad Ziemba

As a prospective J-Board representative, I make no promises other than to do my best, to do my duty to God and my country, to be a loyal scout, and to obey the laws of the pack. Furthermore, I will use all the various "sources" of information and knowledge available to me to further the goals of this institution of learning, especially as they are incorporated into the judiciary system of this college. I would appreciate your support come election day.

Class of '88

Michael Covino

I am a candidate for the Judiciary Board because I want to take an active role in, and contribute to, the direction of the Student Government and college community. If elected I will work to the best of my ability in fulfilling my duties.

Howard Edelman

As a member of the Hamilton community for the past two years, I have grown to appreciate and respect the laws that govern our college. I would very much like to play an instrumental role in upholding these laws. Being elected to the J-Board, would be the most productive means for me to achieve this goal. I would appreciate your support and wish the best of luck to my opponents.

Elena Makau

I'm running for the position of Junior J-Board Representative because I believe in a better and more efficient student government. After following with interest recent cases of the tested social honor code, I know that the campus would benefit from an increased awareness of social responsibility. Some of the recent acts of vandalism threaten the harmonious relationship that has existed and should continue to exist within the community.

With a fresh voice, I would bring to the J-Board the valuable perspective of a unique female of the Hamilton community. I've demonstrated my devotion and committment to student well-being through my active involvement with numerous campus organizations - invaluable experience for the J-Board. My attitude is to be fair but firm.

Irfan Malik

A vote for Equal Rights and Justice.

Martin J. O'Malley

An important consideration when voting is the candidate's motive for running; what do I hope to do for the school in this position, and what can I get out of it. Membership in the I.D.C. and various positions in high school government and sports provide a backround of organizational and decision-making skills, together with a great respect and concern for Hamilton, both the College and the community, I am equally qualified and capable of contributing on the Judiciary Board. I hope that my experience (if you elect me) will be valuable for my career as a student and afterwards.

David Schwan

I am running for Junior Judiciary Board Representative because I want to see the end of certain groups of people or individuals being able to act with immunity while others are on "hit lists". If you wish inequality to end then vote for me for I will end it.

Matt Tannenbaum

As a sophomore I have enjoyed one year of participation on the Judiciary Board. The Judiciary Board gives one an opportune chance to engage in reasoning, debate, and compromise with both members of the student body and the faculty. When in a J-Board deliberation all peer-pressure and concern for what others may think seems to disappear and each person participating expresses his/her opinion freely and is encouraged to do so. This type of atmosphere has been a genuine experience for me in that it is very conducive of what I anticipate future years to entail. I hope to be able to continue this experience in my junior year.

Class of '89

Douglas Allsworth

Our first year at Hamilton is nearly over and we're all getting ready for the summer. Before we leave, however, we must make some important decisions for the coming year. One thing we must decide is who shall represent our class on the judiciary board. I hope to convince you that I am the right person for that job.

I believe I have a lot to offer to our class. I have a strong desire to see that justice is done. I am ready to fight for my beliefs, which I think reflect the attitudes of our class. Finally, I have a year of experience on the board. Please consider me when casting your vote next Thursday.

Michael T. Baker

I feel that I know enough about such a diverse community as Hamilton that I can best represent you on the Judiciary Board. I base my platform on equality in dealing with student affairs, something that I feel is lacking. Admittedly, Hamilton is no "Utopia." But I feel that if students are treated equally, regardless of group affiliation, the walls between us will soon crumble. Please vote for the person who will best represent you; remember Mike "Spanky" Baker on that day.

Lisi de Bourbon

The Judiciary Board, one of the most important facets of the Student Government at Hamilton, is comprised of a group of our peers to uphold certain standards of social behavior in a just manner.

There are two reasons why I am choosing to be a candidate as your representative. First, as an honest and impartial member of this community I feel that I could adequately preside over the cases brought before the Board. Secondly, I have an avid interest in the system of social justice both here and beyond the campus. I would very much like to become a part of this system and make sure that "justice is done."

Natalie Huebner

"Innocent until proven guilty." Words of our times. Or so they should be. Too often, our personal prejudices induce us to declare a person guilty before the evidence has been presented, and before the accused has had a chance to defend him or herself. For these reasons, I believe anyone who seeks a Judiciary Board position should possess an open mind and an encompassing concern for the truth, in order to be able to distinguish fact from fiction. Because I believe I possess these qualifications, I feel I would be optimally suited to occupy a position on the Judiciary Board.

Paul Kovac

As a candidate for next year's judiciary board, I would encourage you to vote for the individual who best displays honesty and rationale in decision making. The Judiciary Board is a very important aspect of Hamilton and should be approached with ultimate sincerity. My purpose in serving on the Judiciary Board would not be to victimize people without hearing their story first. Individuals should be given a fair chance to express their circumstances, and I am willing to listen. I would encourage other council members to look into the situations that surround the individual. perhaps, their unacceptable actions are the result of a more personal problem in school or at home. Punishment in this case is not the answer. Instead, people in this situation should be recommended to councilors who are familiar with problems that confront young adults. Last year, I had a successful tenure on a similar disciplinary board. I have the experience and the ability to conduct a fair interpretation in any case. For a stronger Judiciary Board, please vote for Paul Kovak on May 8.

Jennifer Smith

My name is Jennifer Smith and I would like to be next year's Sophomore class representative on the Judiciary Board. Having a firm understanding of school policies, I would act responsibly when faced with difficult disciplinary decisions. I would be a member interested in upholding the rights of individuals on campus to speak and act freely. At the same time, I would be concerned with the potentially harmful effects that the abuse of these freedoms might have on the community as a whole. One interest I hold is with the future of social organizations at Hamilton. These organizations are a vital part of campus social life. They have much to contribute to the student body. As a member of the Judiciary Board, I would help to decrease friction among these organizations and promote positive and productive attitudes. Most importantly, I would donate a great deal of time and effort in making fair and objective decisions where individuals are involved.

Liz Ward

One of the many duties of the J-Board is to uphold the rights and privileges of Hamilton students. Unfortunately, many students do not even realize the extent of their rights. If elected to the Board, I would learn more about the disciplinary and judiciary system at Hamilton. I could then help other students to better understand and protect their rights. J-Board resolutions affect all of us, and students on the Board need to take a firm stand once they make a decision. I am an honest and fair person and feel I would be an objective member of the Board.

Fund raiser

Class of '88

Alicia Ouellette

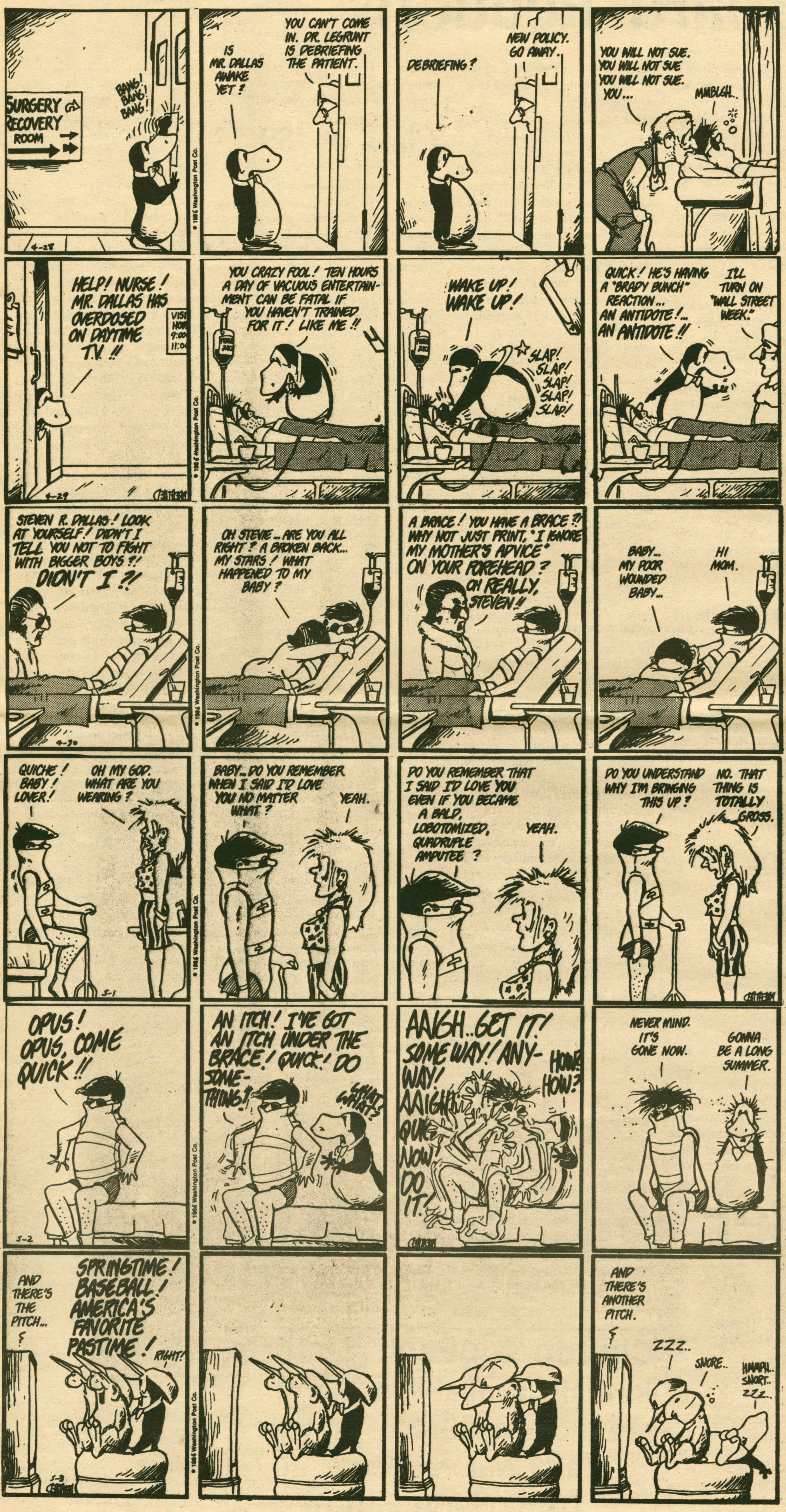
As fundraiser for the past year, I have worked closely with our student activities board to develop projects that are profitable as well as fun. Selling cups was a great success. Our class tie dye (next Saturday) should raise class spirits as well as class funds. If I'm elected to the position again, I hope to get more people involved in the fundraising activities. By working together to raise funds for senior week, our class will become united.

Richard Windatt

Do you know who your class fundraiser is? Maybe this is a sign that more fundraising activity is needed for the rising Junior class. With creativity, enthusiasm, participation, and organization we can build the Junior class funds a great deal. We need to think of and carry out successfully a wide range of campus activities. I am willing and capable to help the class of 1988 do this and hope that you will give me the opportunity to be your class fundraiser.

Clinton souvenir T-shirts formally available at Gorton's are now available at *Whole Earth Natural Foods* at 16 College Street

Bloom County



Personals

Because of the recent deluge of personals, a new policy will be instituted. Personals will be limited to two per person and must be delivered to The Spectator office. Please place them in The Opinions Box by Wednesday at 4:00. Personals will be printed at the discretion of the editors.

Gerbil-
Here we go again! I'll try and keep cool this weekend.
Your Pelican

To Future Board Stewards and Daquiri Drinquers-
C'est la Drunque!
-Webb

To the Divestment Crew-
St. Augustine asked the right question: "Does freedon come from chance of Choice?" We've made the choice. We must not rest til it is reality.
Forward with the Revolution,
L. Green

Lush:
What happened to asexuality, eh? Why can't people just be androgenous?
Mon and Petemo

Obnoxious Jokester:
You don't give me orange at all. Well, Maybe just a bit, on occasion. I Love You.

Eternally young grandpa,
You make the most unbearable things Bearable. You know. As Always.
White haired grandma.

Stupid people:
You disgust me. Transfer to Colgate

Bylinsky-
SFP Lives

TJ:
Thanks for bailing me out of Gatsby!
TAK

Box & Mickey:
Happy B-Days!

Little Mon-
As I promised- After this nonsense is over I'll stop by for a tan and a G&T.
BB

SPEC STAFF
THANKS FOR HANGING IN THERE!!!
lmh

Jazz innovator, Billy Bang rocks the Coffeehouse May 9th at 9:00 p.m.

A bang not a whimper

by James Keepnews

Legend has it that, at some point in the early seventies, a young Vietnam veteran who went by the name of Billy Bang (nee Walker) visited the now-defunct Five Spot in Manhattan to catch the virtuoso multi-veedman Sam Rivers. After the gig, Bang approached Rivers with a caveat. "Look, Sam," he said, "I'm coming back tomorrow night with my violin." This audacity, borne of a frustration with the (then and now) booming downtown loft scene, coupled with a desire to make a mark in jazz, was quickly extinguished that next evening. Bang recalls: "Sam was playing and I was playing. . .the next thing I knew, this cat was blowing me away. . .He was talking through his horn and saying 'Go home and get your music together.' I knew it. He never said that, but I heard it through his horn." Those lucky enough to be situated in the McEwen Coffeehouse Friday May 9th at 9:00 pm. can discover just how together Billy Bang is-a decade later.

Billy, whose latest album *The Fire from Within*, was a Best of the Month choice in a recent issue of Stereo Review, will be leading an accomplished quartet comprised of William Parker, a fluid, ebullient bassist, who has most recently played with pianists Muhal Richard Abrams and Cecil Taylor, the aptly named Zen Matsuro on drums, who unquestionably takes "the middle way" to percussion, poised with fierce attentiveness as alternatingly cascading and searing polyrhythms come roaring out of nowhere, guitarist Oscar Sanders and Bang himself on violin.

Bang's approach to jazz violin betrays a grater affinity for the work of Leroy Jenkins (under whom Bang studied) than that of Stuff Smith or Stephane Grappelli, yet Bang's music is wholly original and truly groundbreaking. Most of the quartet's set is comprised of the very simple, bluesy melodies of Bang or Lawrence "Butch" Moris which become increasingly less simple during the marathon improvising on each. Bang draws upon enormous spiritual reserves during any given solo, stomping and writhing like a man possessed. Propelling and propelled by the rest of the quartet, Bang unleashes a torrent of blistering, cathartic runs until his violin becomes the musical equivalent of gale-force winds. A Bang performance is never less than stunning and at many times touches the unforgettable.

This is a rare opportunity to catch one of jazz's prime innovators, and Hamilton is very fortunate to have Billy Bang and his quartet for one night. They are *not* to be missed!

Irish children step dancers from the McDonough-Hill School of Irish Dancing performed last Sunday in the Coffeehouse photo/John Lucas

Hempel and the Macabre

Reasons to Live
Amy Hempel
129pp. New York: Alfred A. Knopf

by James Grauberger

Amy Hempel recently collected and published a group of her short stories, certain of which first apeared in *Vanity Fair, Harper's, Tendrill*, and *Mademoiselle*. She has titled the collection *Reasons to Live*, and it is, as they say, a good read.

Apropos of the entire book, one of Hempel's narrators calls knitting sweaters "a kind of precaution, a rehearsal against disaster." The disaster that underlies much of *Reasons to Live* is death, and each of the stories in this collection is either a rehearsal against it, or a reconciliation after it. A simple and sentimental trip through some cancer world it is not; *Reasons to Live* impressively combines an underlying and nagging sense of the macabre with a sense of humor at the surface that allows us not more than a nervous chuckle. The combination yields a compelling sense of that grief which seeks to forget itself for a few minutes among humorous details of life.

Most of Hempel's characters live near commercial drives in Southern California. Because many of the stories take place somewhere in suburban L.A. and rotate so strongly and convincingly around death, *Reasons to Live* conveys a distinctively autobiographical air. However, whether the details and the themes come from her life or straight from her head, Hempel has taken them and created two distinct narrative voices, one that laughs weakly and willingly in order to forget, and another that giggles hauntingly over the morbid or the macabre. Both are effective.

"In the Cemetary Where Al Jolson Is Buried" succeeds where Debra Winger and *Terms of Endearment* failed. The story takes place in a hospital room where the narrator has come during visiting hours to be with a friend. A reference to Kubler-Ross suggests that the friend is terminally ill, and under surveillance cameras that play them "to the nurses down the hall in Intensive Care," the two talk: "Tell me things I won't mind forgetting," one of them begins. "Make it useless stuff or skip it." The narrator tells without quotation marks: "Did she know that Tammy Wynette had changed her tune? Really. That now she sings 'Stand by Your Friends'? That Paul Anka did it too, I said. Does 'You're Having Our Baby.' That he got sick of all that feminist bitching (p. 39). The friend wants to hear more, and the narrator asks her if she knew that "when they taught the first chimp to talk, it lied?"

During the course of the story the narrator leaves off for a while. She seeks realization and reconciliation in metaphors of the ocean and earthquakes but finds only the ominous. Earthquakes in Amy Hempel's work mean death. The narrator has been introduced to the nurse as "the Best Friend," and eventually the Best Friend must go home. Suddenly the friend in the bed erupts in anger, nurses run down the corridor, and "One morning she was moved to the cemetary, the one where Al Jolson is buried; (p. 49). Afterwards, the Best Friend keeps a glass of water by her bed to see "if the coastal earth is trembling" or if the shaking is still in her. Afterwards, she remembers only useless things. The story ends with a short, italic dedication—"for Jessica Wolfson." By combining laughter, grief, wonder, and fear so that each unexpectedly diverts the others, "In the Cemetary" achieves a remembrance that never reduces itself to sappiness.

Amy Hempel is the type of writer who can pull off with subtlety and skill those metaphors we all may have thought of but could never use without inevitably creating hokeyness. "Beg, Sl Tog, Inc, Cont, Rep" comes from knitting: "Learning to knit was the obvious thing. The separation of tangled threads, the working-together of raveled ends into something tangible and whole—this mending was as confounding as the groom who drives into a stop sign on the way to his wedding. Because symptoms mean just what they are. What about the woman whose empty hand won't close because she cannot grasp that her child is gone?" (p. 55). With two needles and yarn, the narrator finds emotional diversion. "Dr. Diamond was right. I was ready to begin. Beg, sl tog, inc, cont, rep. Begin, slip together, increase, continue, repeat." In sweaters, two needles, and yarn, Hempel also finds metaphors of creation and rebuilding: "K tog rem st. Knit together remaining stitches. Cast off loosely."

Much of *Reasons to Live* also exhibits an eerie fascination with *continued on p. 16*

HAMILTON COLLEGE'S MAY PERFORMANCE FESTIVAL

Performances	Date	Time	Place
The Alexander Hamilton Players presents: The Frivolous Wife, Written and Directed by Matthew Woods	May 1,2,5	8:30 PM	Chapel
John Blau, Senior Performance	May 9,10	8:00 PM	Minor Theatre
Oscar Wilde's The Importance of Being Earnest, Sponsored by Program Board, Directed by Sandra Hoedemaker	May 10,11	3:00 PM	Coffee House

RH

Catch the Spring Fever!!

Arts this week

Dance

The Dance Department will present their annual Spring Workshop on Thursday May 1st and Friday May 2nd at 7:00 pm in List Studio. The concert will feature original student and faculty choreography.

Two Steps on the Water, choreographed by Vanessa J. Paige, is part one of a four part very lively and lyrical modern work. The piece features Kerry Locke, Wendy Weber and Debra Borne and is performed to "Running up that Hill" by Kate Bush.

Debra Borne has choreographed and will perform in her work *Untitled* with music "White Trash" by Orchestral Maneuvers in the Dark. The piece features Mary Gescheider, Laura Siff, Shelly Rosenfeld, Kate Dimmock, Stuart Carlislie, Brian McAllister, Trish O'Neill, Amy McDonald, Jeannie Manchester, and Vanessa Paige. Each dancer's distinctive style comes out in this work in which Borne has "worked with the group as a group."

Movement and Sound is a work originally conceived by Barbara Goodyear and Susan Weisbach which involves contact movement and different qualities of movement. The work, jointly choreographed by the dancers Liz Tomere, Christina Hals, Nancy Roub, Goodyear and Weisbach, is set to music by Frank Davidson and Michelle Paninos.

Students and faculty will join forces in *Compliment*, choreographed by Professor Elaine Heckin and performed by Shelly Rosenfeld, Laura Siff and Heekin to "Robin's Nest" by Ella Fitzgerald. The piece deals with "internal rhythm versus external rhythm and the dancers play on one another rather than counts."

Professor Leslie Norton has staged two ballet pieces on advanced dance students. Kathy Lynch will perform the solo variation from Act I of the ballet *Giselle*. *Pas De Quatre*, a short romantic ballet, will feature Kathy Lynch, Cindy Brown, Cindy Owens and Christine Funsch.

Escrima, staged by professors Heekin and Walczyn will feature Wendy Weber and Mary Gescheider. The piece is based on Philopean martial art and involves the use of sticks.

Professor Bruce Walczyn will perform a Chinese sword form utilizing the Darn dao technique.

Theater

The Theater Department will open its May Performance Festival with two short plays on Friday, May 2nd and Saturday, May 3rd at 7:00 pm in Minor Theater.

Red Cross, by Sam Shepard, is directed by Tom Randolf and stars Megan Elliot, Karen Williams, and Dan Kinkade. "The play is a crisp exploration of daily routines involving a man and woman on vacation in a log cabin who are visited by a maid."

Susan Glaspell's *The Outside* is directed by Carl Weitting and features Nick Dazzo, James Keepnews, David Warner, Cindy Alexander, Francis Abonzeid, and Christopher Coffey. *The Outside* focuses on two women's struggles to isolate themselves on the outside shore of Provincetown after the deaths of their husbands. Their isolation is interrupted by three lifesavers trying to revive a body. This sparks off conversation betwen the two women about the need to continue living .

The Alexander Hamilton Players will present the comedy *The Frivolous Wife* on May 1st, 2nd, and 5th at 8:30 in the Hamilton College Chapel. The play is written and directed by Matthew Woods and stars Hannah McCouch, David Hubert, Connie Rafferty, Hilary Boger, Shelly Danse, Valerie Parker, Jim Walden, Sierra Biggs, Neil Morholt, Peter Ariev, Debbie Reed, Jennifer Stanton, Michael Lemaire, and Woods.

The Frivolous Wife is a very slapstick comedy and a study of French farce. It expresses the frivolities of people and "is about love which is very typical of French farce." Says Woods, "the play is absolutely ridiculous. I just want people to have fun."

Music

On May 4th at 3:00 pm Music Department students will present a Student Concert in the Hamilton College Chapel.

Three vocalists will present a series of diverse pieces. Soprano Sybil Taylor will perform *Four Greek Songs* by Ravel; Andrew Montgomery, Schubert's *Ave Maria* and Enrique Granados' *El Majo Olvidado;* and Beth Honeyman will be joined by Michael Mayers on trumpet for Henry Purcel's "Sound the Trumpet" from *Come Ye Sons of Art.*

A variety of piano selections will also be included in the concert. Jennifer Smith will perform Mozart's *Sonata K.332 1st Movement in F Major;* Mary Saunders Watts *Hungarian Dance No. 6 in D Flat Major* by Brahms; and Wendy Weber, Beethoven's *Sonata Op.14 No. 2 in G Major.* An instrumental performance will also be given by violinist Marimon Simpson who will play Mozart's *Concerto for Violin.*

The Chamber Ensemble will perform Haydn's *Trio-Adagio, Menuetto, Allegro in C Major.* The Ensemble features Elaine Page on flute, Joe Myler on violin, and Bonnie Stein also on violin.

The Hamilton College Orchestra, under the direction of E. Michael Richards, will present a concert at the College Chapel on Saturday, May 3 at 8:00 pm. The program will include the *Flute Concerto in D Major, K. 314* by Wolfgang A. Mozart, *Trauermusik* for viola and orchestra by Paul Hindemith, *An Outdoor Overture* by Aaron Copland, and two works by Richard Wagner; the Introduction to Act III from *Lohengrin* and *Siegfried Idyll.*

Susan Lipnick, a Hamilton senior, will be the soloist in the Mozart. Ms. Lipnick, who is a government major and music minor, was selected as a winner of the 1985 Hamilton Concerto Competition. She has studied flute at Hamilton with Cornelia Brewster and piano with Mary Jones. Ms. Lipnick, who is from Scotch Plains, New Jersey, plans to attend Boston University Law School in the fall.

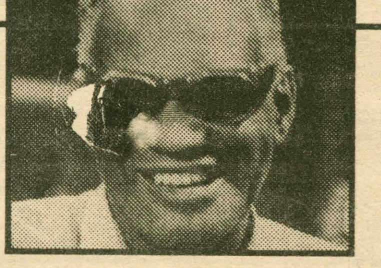
George Myers, an adjunct member of the music faculty at Hamilton, will be the viola soloist in the Hindemith. Mr. Myers was born in Brooklyn and has been living in upstate New York since 1970. He is principal violist with the Utica Symphony and Schenectady Symphony and a member of the Catskill Symphony and Glimmerglass Opera Theater Orchestra. Mr. Myers is also a frequent performer with the Catskill Chamber Players and has participated in the Festival of Two Worlds at Spoleto, Italy. In addition to his affiliation with Hamilton, he is also a member of the music faculty at Colgate University.

The concert is free and open to the public. For further information, please call 859-4350.

Visual Arts

An exhibit of Senior Art projects will open Saturday, May 3rd from 4-6 pm in the Emerson Gallery. The following senior artists will be showing their work:

Walter Biggs; *painting*
Peggy Brennen; *painting (Brennen is a fourth year Hamilton Horizons student from Hamilton, New York)*
Jonathan Cope; *large scale ceramics*
John Ebeling; *painting*
Katrina McDonald; *painting, intaglio prints*
Ellen Mudryk; *ceramics*
Jake Muirhead; *painting*
Laurie Semple; *intaglio prints*
Tracy Smith; *photography*
Lindsay Suter; *wooden sculputure—furniture forms*
Rusty Warner; *silkscreen—mixed media prints (January graduate)*



Ray Charles has a disability. Yet his abilities have enriched us all.

"35 million disabled Americans want the same things you want out of life."

We want to use our abilities to the fullest. We want to participate. That means being able to get in and out of places you want to go if you use a wheelchair; having signs in braille; getting extra help to do the job you really want.

Because this is the Decade of Disabled Persons, the National Organization on Disability urges us all to lend a hand right in our own community.

Let's put our abilities together so all Americans gain.

To find out how you can get involved, call this telephone number now:

1-800-248-ABLE

Ad Council

NATIONAL ORGANIZATION ON DISABILITY

Folk singer, Blanchard offered inspirational sounds during the Christian Fellowship Weekend. photo/John Lucas

Blanchard inspires with music

by Timothy W. Jekel

Last Saturday night in the Hamilton College Chapel, Michael Kelly Blanchard was featured in a Christian folk concert which concluded the "Social Justice" Conference sponsored by the Christian Fellowship. Known primarily for his song writing, Blanchard has been copied by better known Christian musicians such as Noel Paul Stooky (formerly of Peter, Paul and Mary), and the group "Glad". Blanchard has also worked as a stand-up comedian.

Blanchard received formal training in jazz from Berkeley Conservatory for Music in Boston. Blanchard's love of both jazz and classical music becomes obvious when hearing both styles permeate his predominantly folk style.

As with many folk artists, Blanchard stressed verbal themes in conjunction with musical expressions. He often supplemented the ideas of his own experience between songs.

The initial stage of the concert was lighthearted and upbeat. Blanchard began to shift his focus to the more serious themes he was to deal with, through a song called "Coppertop" written for and about his four year old red headed son. With his focus on kids, Blanchard began to addresss the issue of emotional honesty. In "Kids Forgive" he challenged the audience to immitate children's willingness not to hold grudges, but rather are quick to make amends.

Blanchard shifted focus again, this time to adults and the way so many of us are like cottages that have been closed, shutter by shutter, door by door, and window by window, until we no longer remember what it is to be honest with ourselves. Blanchard shared several experiences in his own childhood that demonstrated the closing process. He then urged the audience to open up themselves in "Love all Your Life in That Light," during which he taught the audience the chorus.

Inspired by the tragedy he witnessed, Blanchard wrote, "Ethiopia," in which he laments the destruction of that land by imperial exploitation and drought.

For the final twenty minutes of the concert, Blanchard moved to the piano to deal with the final theme of the evening, Social Justice. In "Lenny's Boy Too," Blanchard revealed his distress that fathers are not included in abortion decisions. Connected by a musical interlude, "Danny's Downs" followed "Lenny's Boy Too," and spoke of the mental anguish of parents, and the precarious existence of a newborn baby with Down's Syndrome and a bad heart.

Blanchard's combination of music and message coupled with his captivating stage personality inspires the same type of response as when one hears, Pete Seeger or Bob Dylan, and others who have a concern and understanding of the human condition, and who can portray ideas so clearly through the medium of music.

More from Hempel

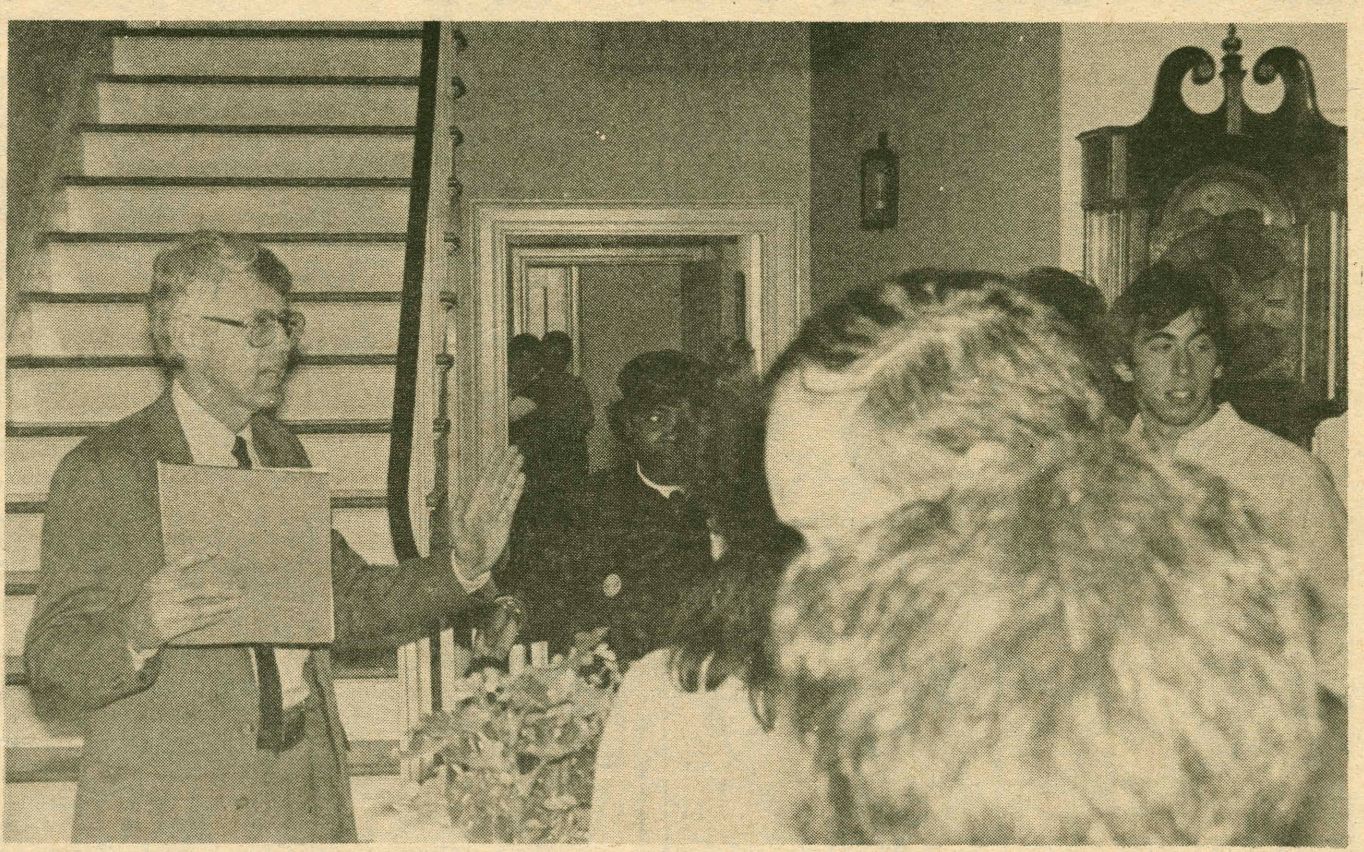
continued from p. 15

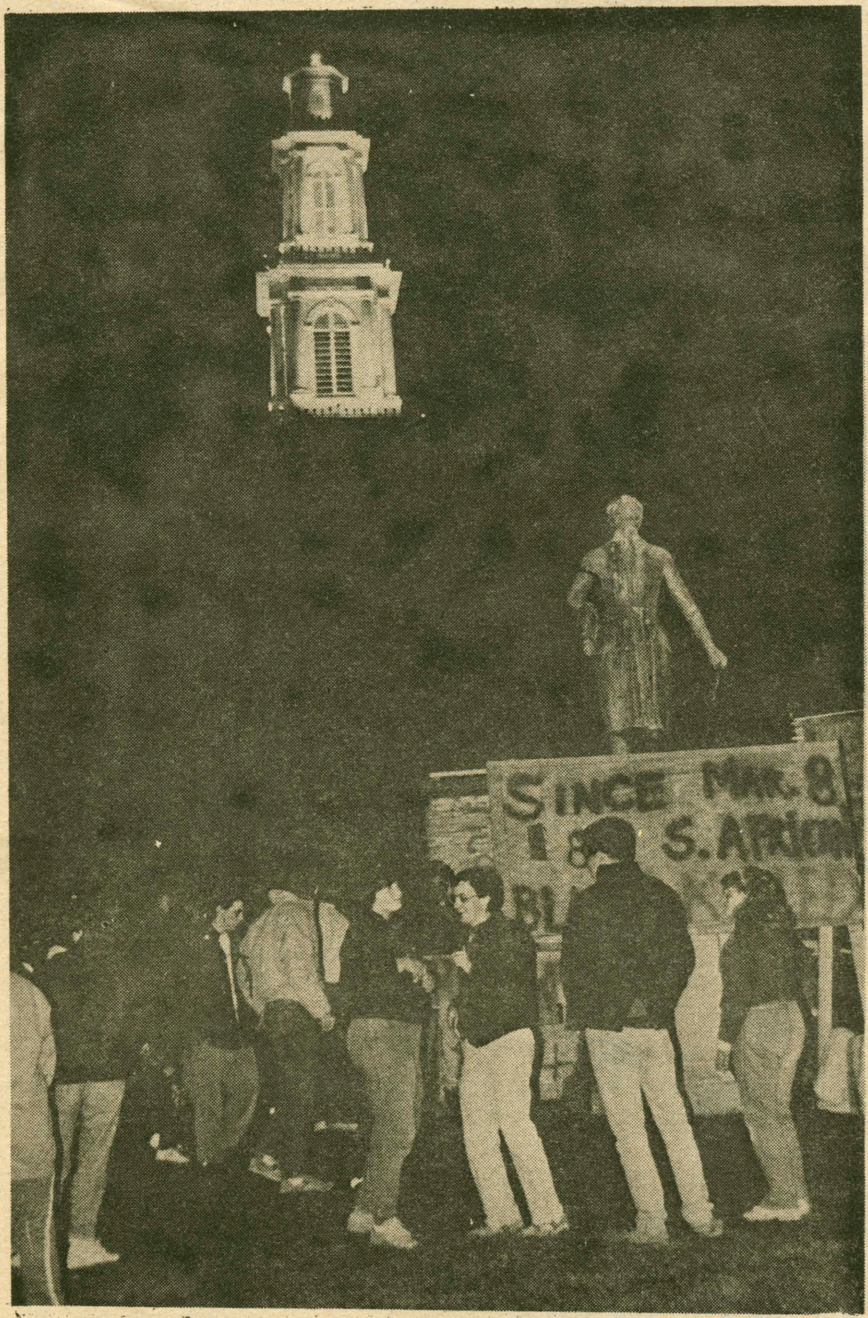
statements and situations that are both humorous and gruesome. Hempel often writes what is funny, and yet isn't so funny. In "Today Will Be a Quiet Day," she writes: "For years, her father had to say that the animals seen on the shoulders of roads were napping" (p. 126). Earlier in the same story, the father asks from the driver's seat, "Don't the two of you know any jokes? I haven't laughed all day?" The girl answers from the back seat, "Did I tell you the guillotine joke?"

In "Beg, Sl tog, Inc, Cent, Rep," Dr. Diamond tells the story about the young daughter of a friend. "The little girl had found a frog in the yard. The frog appeared to be dead, so her parents let her prepare a burial site—a little hole surrounded pebbles. But at the moment of the lowering, the frog, which had only been stunned, kicked its legs and came to. 'Kill him!' the girl had shrieked" (p. 62).

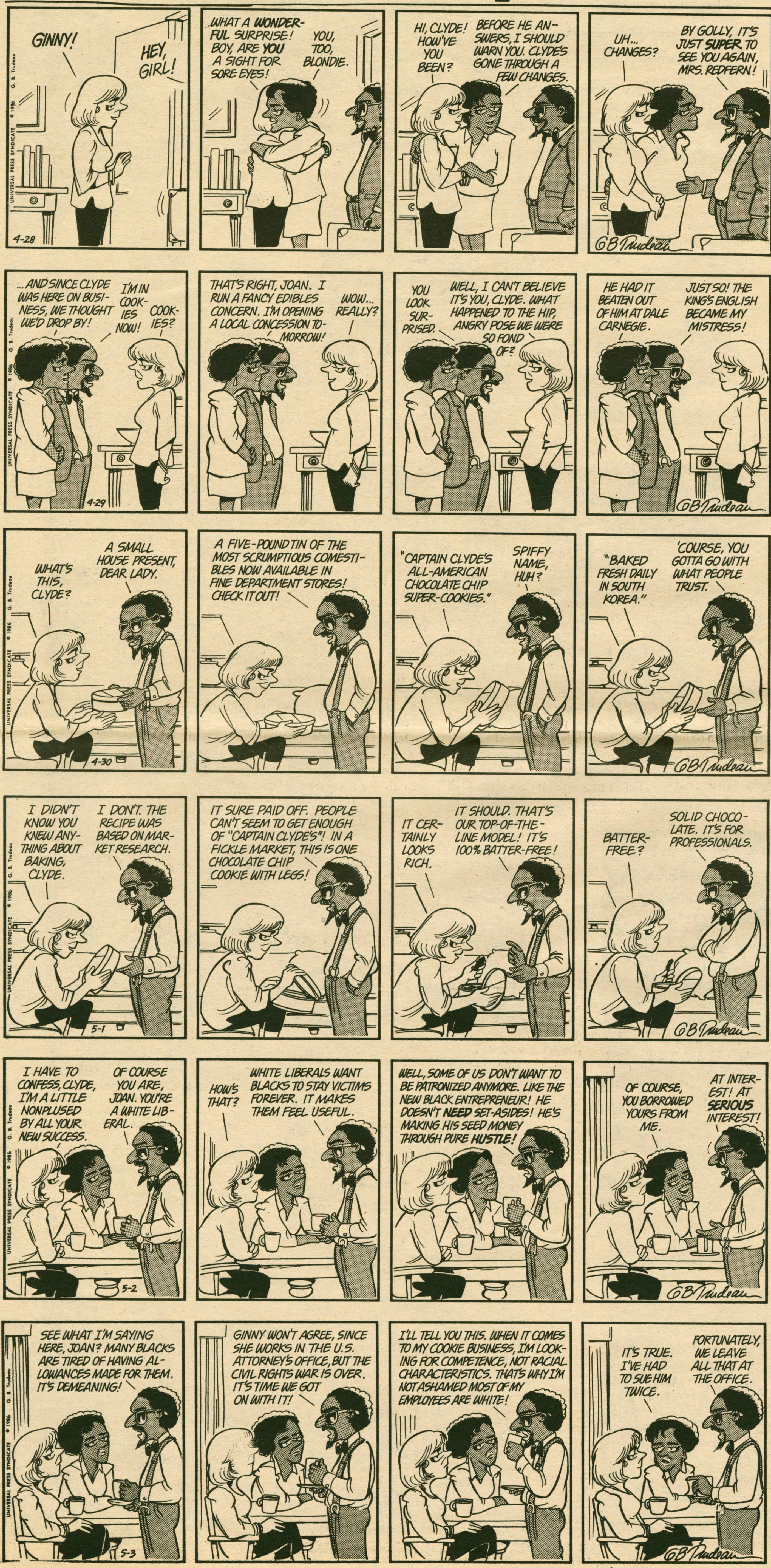
Reasons to Live is a book for nervous laughter. It is a sophisticated look at the macabre from different emotional perspectives. Amy Hempel's fiction operates effectively somewhere between immediate consciousness and the back of our minds.

Students call for Divestment





Doonesbury



Classifieds

NYC Apartment share- '84 alumnus needs roommate for huge 2BR Brownstone in historic section Park Slope, Brooklyn. Safe area, short commute to financial district, beautiful building and neighborhood, 2 fire places. Near park. Available late May, Rent $510 per month. Call Liz Allport- work 202-520-2061, or home 718-622-7355.

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Personals

Cheerful One-
Have you figured out how to do it on the beach yet? Two weeks and counting.
The Other Cherrful One

Sunshine
You've made class of fun. Thanks for putting up with me.
Mr. U

QM
Its been a rough week, but don't despair, I'll always be there
FB

EFS
Your'e what dreams are made of!
FB

Dear China Buddy, When the going gets tough... do what you have to. Have fun on your island...I will miss you muchly next year.
Love
Chinadoll 2

Art Partner-
Have I lost my touch? I feel like we're a million miles apart. Something must be done.
Dinner?
Your Lonesome Hostess

Murder by deathball

by Paul Cannata

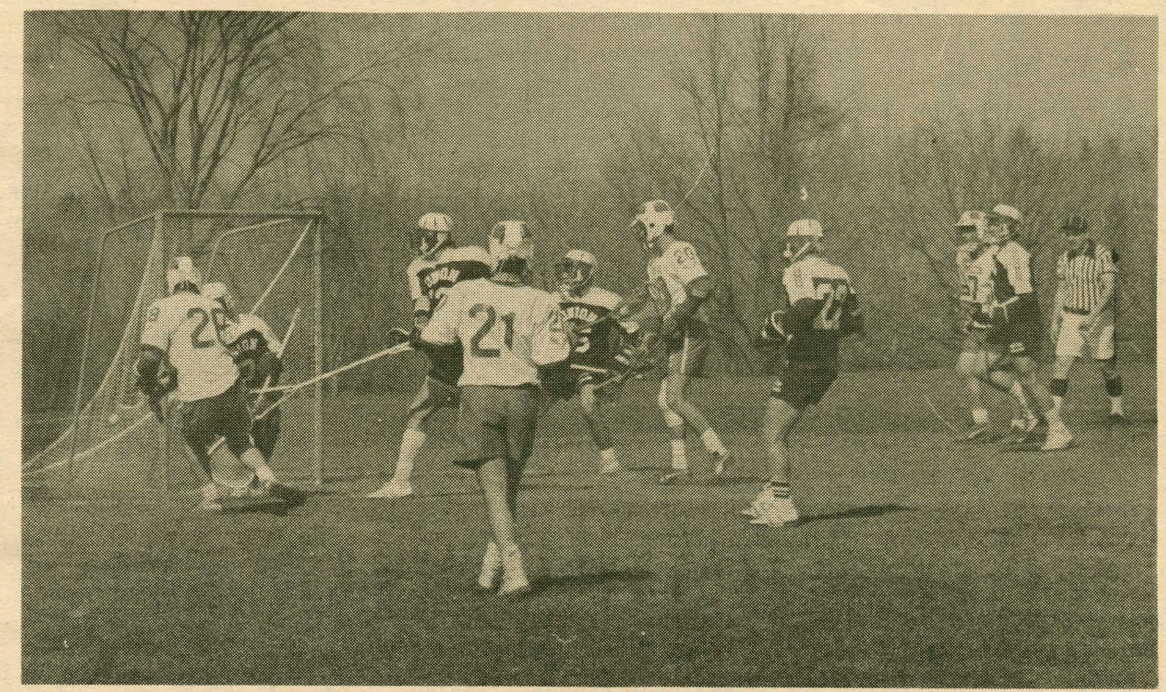
It appears Deathball has hit the wall in their race to post-season play. After sprinting out to a 5-0 record, the Continentals have now dropped three out of their last four games.

This past week saw Hamilton drop two ballgames, the first being a 10-7 battle vs. Union, the second, a 16-15 heartbreaking loss to the Lakers of Oswego.

As have been all of the games, the battle vs. Union came down to the wire. Richie Sands, who has done little all season, (which is the reason he is rarely mentioned in these articles) scored three of Hamilton's goals in a valiant effort. Phil Hills, in his last home appearance, despite succumbing to a deteriorating body and mind and suffering cardiac arrest after performing four jumping-jacks during warm-ups, came off the stretcher to notch four goals. Keith Stover played a fine game between the pipes as he got in front of 78 Union shots. However, due to a disorientation problem he was replaced by first year student Bill Campbell who filled in ably while Keith was treated for battle fattigue and shell-shock.

The second game of the week proved to be a thriller. The match swung back and forth with a one-goal variation being the norm. Sophomore sensation Pete "almost the Pumagain" Hills kept things alive with some electrifying stick work down to the pipe. His reverse-angle, backhanded, underarmed snap shot flow past the bewildered Oswego netminder to even the score at ten. Steve Theall and John Isaf each made coast-to-coast runs for beautiful goals while once again Richard Sands was a force down low.

On the "D" in both games, Steve Johnson, Dan Nye, and John Hadley did their best to ward off two powerful offenses. Steve Rodgens proved supportive in a fourth-man role. A defensive highlight was Dan Nye singdlehandedly breaking up an Oswego six-on-one attack. Dan followed the ball from man to man until stepping up and crunching the attacker, knocking him to his back, scooping up the loose ball and moving the play up field where Theall received the pass. Theall wheeled upfield slightly and lobbed a 30 yd. pass to Ice, who quick-sticked the ball out front to Rich Sands who bulled by a defender before he fired the ball into the top corner for the seventh goal.



The Continentals dropped a close one to the Dutchmen. photo/Doug Lovell

Despite spectacular plays such as this, it was not n the cards for the Continentals. Up by one with seven seconds to go, a defensive lapse and consequently an Oswego goal force the O.T. and eventual demise. Oh well!

Short Circuits: Cancelled this week due to strife caused by tension on campus.

Continentals oust Union

by Pat Coyle

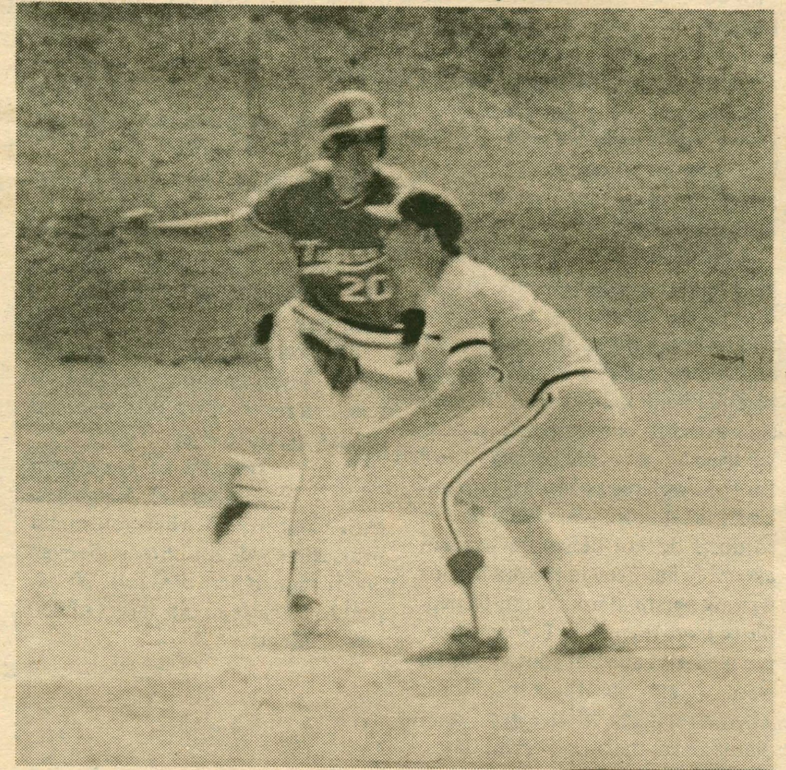
Our gang of nine returned home yesterday evening with bellies full of victory after defeating Union 9-5 in a game that was called after 7 innings because of rain.

The Continentals never trailed as they rallied behind pitcher Kevin Gagan to draw within 1 game of .500 at 5-6. Gagan went the distance, and pitched the way out of a late jam to push his record to 4-1.

Junior Rich Clarke contributed 2 triples to the Hamilton onslaught, and Dave Cliffore added two hits while playing flawless defense.

A sophomore relief pitcher Vic D'Adameo commented on Clifford's improved play at 1st base, and added that the only thing better than Clifford's performance was dinner at Ponderosa after the game. "Ponderosa was great! Everytime the waiter went by we would get more shrimp. I couldn't wait to get there." Conterfield Jim Korfunta was excited from the moment he saw the sign for 59 cents 'all you can eat' sundaes. "I'm gonna get two!" was all he could say.

Later, on the bus ride home, there was a slight scuffle after freshman Peter Canelli stuffed Korfanta's blazer pockets with dinner rolls, but everyone was able to relax to the smooth sounds of Clarke and rightfielder Mike Lorprest: singing 'Prince' tunes in the darkened bus. Sophomore Andy Fotopolous could only dream of last Saturday's emotional victory over RIT in the second game of their double header. Fotopolous' parents flew all the way from Crete just to see their son play, and they were not disappointed. Fotopolous got the winning RBI by walking with the bases loaded in the final inning. After the game, a bubbling Mr. Fotopolous exclaimed "elave kalo!"



The 'boys of summer' field a win against Union photo/Lise Christensen

The credit for victory, however, cannot be given entirely to the keen eyed Fotopolous. Korfanta credits Coach Mike Davis with leading the team to victory through expert tactics and superb knowledge of situations. A few favorable bounces of the ball did not hurt, either, as the blue escaped victorious, and Korfanta retained healthy earned runs.

This victory over RIT snapped a losing streak which had grown to 4 games just hours earlier. The first game of the twin bill saw the blue fall 15-3. Freshman Jim Preschlach suffered his first loss by being in the wrong place at the wrong time. RIT pounded the ball all over the field all day, and coasted to an easy victory.

Tomorrow, the Continentals travel to Colgate for two games, and the team returns home Monday to face Hobart before their season finale at Utica on Tuesday. If the hitters keep doing their job, and the team can play solid defense, they have an excellent chance at a winning season.

Women tracksters qualify for nationals, states

Seven members of the Hamilton women's track and field team will compete this weekend in the New York State Women's Collegiate Association Track and Field Championships held at Union College. Hamilton, which posted a 5-2-1 record this spring, is led by seniors Martha Perkins and Gail Campbell.

Perkins, who is ranked in the top 12 in the State in four events, will be competing in the 5,000-meter and 3,000-meter events at the State Championships. Later this month, she will be competing at the NCAA Division III Nationals in the 10,000-meters and 5,000-meters, in which she is ranked number one and number two, respectively, in New York State. In a meet against Union earlier in the season, Perkins ran a 17:46.5 in the 5,000, earning the right to compete at the Nationals, a feat she accomplished both her freshman and shopomore years at Hamilton. At the New England Small College Athletic Conference Championships, she was clocked at 36:57.5 in the 10,000 meters, setting a new NESCAC meet record and easily qualifying for the Nationals. Perkins will not be competing in the 10,000-meters event at the States simply because it isn't feasible to run in all three events.

A javelin thrower, Campbell had qualified for the State meet earlier in the spring, so when she went to eh NESCACs she figured it would be a good way to prepare. But something else happened. Her toss of 133'8" was not only 20 feet better than the second place competitor, it was good enough to qualify for the Nationals. "Everything came together perfectly," said Campbell of her NESCAC record-setting throw. The hurl also ranks her first in the State.

Lynn LaVigne had never competed before in the triple jump. But she responded beautifully when head coach Janice Savitz asked her to jump in the meet against Union. Her leap of 30'9" qualified her for the States and ranks her 15th in the State.

The final Hamilton competitors are the four members of the Continental mile relay team. Chris Torres, Jennifer Brown, Karen Housman, Linda McClellan ran a combined 4:24.8 at the NESCAC championships to qualify for the States.

Letters

Sigs say thanks

To the Editor:

We wish to thank those who: Performed, listened, watched, danced, ate, drank (Ginger Ale and Coke, of course. . . .), read, recited, strummed, banged, fiddled, yelled, sang (in or out of tune—thank you, Prep H. . . .), applauded, slept, yawned, set up, cleaned up, shovelled shit, lent moral support, donated time and money, wished they were there, printed, copied, taped, cared for, walked in/walked out, and enjoyed the 140th (or was it the 3rd— no wait— the 4th) annual All Night Reading/Music Rooms in benefit of the J. Barney Moore Arts Scholarship fund at Sigma Phi on April 16th and 17th. You are beautiful and we love you.

Sincerely,
The Brothers of the Sigma Phi Society

Mullen: apathy at fault

To the Editor:

I am writing in response to Andrew McKee's OP-ED in last weeks *Spectator*. Mr. McKee appears to have no idea how the Student Assembly operates nor does he know how the election process works. It is too bad that with his journalistic flair he did not do at least a little bit of investigative reporting. This letter will hopefully clear up some of the inaccuracies and falsities that Mr. McKee so boldly proclaimed.

Petitions and deadlines for the first round elections were advertised and made available the week before they were due. An advertisement was taken out in the *Spectator*, signs were put up on the Mail Center and K-J as well as having flyers placed on the dining hall tables. The signs on the Mail Center and K-J were torn down and replaced twice. In addition, many people were approached to consider running for the available positions.

The response was pathetic. I believe that there were two reasons for the lack of response. First, this campus is apathetic when it comes to involvement with student government. Last year's first round elections suffered the same problem. There were not even enough petitions to fill the available positions. The result was a one week extension which did nothing. Then there was another week extention. During that week people were virtually begged to fill out petitions to fill the slates. Based on last year's experience why should deadlines be extended for people who do not even want to hold offices? I agree with Mr. McKee that not having a choice is bad, but the reason is not the Student Assembly's "mismanagement", but rather student apathy.

Another reason for the low level of interest is that some experience is necessary, although not required, for the positions to be filled in the first round elections. The first round elections are for the leadership positions on all the boards. Most would agree that to effectively lead a group one needs to have some expereince with whatever system that group works in. People realize this and thus the number of people who could honestly say that they could be a Chairperson or President is vastly diminished. If one looks at the petitions that are in this edition of the *Spectator* the argument I just made is supported.

Mr. McKee is totally inaccurate when he claims there are no checks on the Student Assembly. The Assembly is overseen and advised by the Dean of Students Office. Mr. Andrew Wertz, the director of the Bristol Campus Center, is the Assembly's financial advisor. He is responsible for overseeing the Assembly's funding policies and procedures. He must cosign any request for more than three hundred dollars.

Mr. McKee is inaccurate and ignorant of the Student Assembly's purpose. We presently fund over twenty student organizations. We place students on over twenty committees which work with the Faculty, Administration, and Trustees. Through functions of the Academic Chamber we offer input on academic concerns and tenureship (see my other letter for explanation of the problems with this). The Interdormitory Council and the Program Board provide much research into how the Assembly operates or how it runs campus elections. Hopefully this letter will straighten out some of Mr. McKee's inaccuracies.

Sincerely,
Mark M. Mullen
President of the Student Assembly

McKee maligned

To the Editor:

Thank goodness Andy McKee ("Tyrants on Student Assembly?", *Op Ed*, 4/25/86) is a senior. When he graduates in a few short weeks, I hope that he takes with him the snide, baseless accusations that have long been representative of the most shallow Student Assembly critics.

The tone of Andy's editorial suggests that he possesses an innate understanding of the workings of Hamilton's student government. He clearly doesn't. As a former "tyrant", I am disgusted that a once *Spectator* editor can be so misinformed about the motives of our elected student representatives. The Assembly, despite Andy's allegations, is not guilty of "gross negligence of responsibility." The elections were pubicized well within the established boundaries of the student approved constitution. If Andy has a complaint about how the process is run, I strongly suggest he take it up with the students who decisively approved the constitution in the first place. As for the "new generation of Hamilton's power elite", the new heads of the Student Assembly, J-Board, Academic Chamber and Program Board are clearly the most qualified candidates on campus. If, in fact, publicity was "too little, too late", reactionary observers like Andy McKee would be hard pressed to find better quality candidates in a later election.

The real problem, as rational observers have noticed, is that students do not want to make the effort to run for office. It is easier to criticize issues like Assembly "censorship" from the outside; given the opportunity, few of our campus colleagues would, and in fact do, elect to replace those they chide so quickly. As for those, like Andy, who are not elected to student office, the process has demonstrated the most committed, objective and well-informed candidates will be chosen by their fellow students.

You are a senior, Andy McKee, and I am glad. When you leave Hamilton, take with you, among other things, editorials that are written simply to see your unfounded criticisms in print. Leave the business of running Hamilton to students who are interested in improving student government, not undermining its responsibility. Your accusatory gibberish is not welcome by those of us who genuinely care.

Sincerely,
Evan Smith '87

Elections fair

To the Editor,

As co-chairperson of the elections committee I am particularly disturbed by Andy Mc Kee's recent Op-Ed. I do not believe that elections were handled irresponsibly and I not know who he was talking to to come to the conclusion that seniors don't care because we graduate in four weeks. Also, there are many checks and balances to ensure the student assembly does not overstep its boundaries.

Firstly, elections were publicized by placing advertisements in the *Spectator*, on diningroom tables and on the walls of the mail center and other campus buildings. We had no intention of keeping the election a secret from anyone, in fact, we tried to persuade people to run for the available positions. I do not know what more you would like us to do. I do not belive the student assembly has been in the practice of writing personal invitations to people to have them run. I believe people have to have self-motivation to want to run for these positions. Therefore, if Mr. McKee has a complaint about the lack of candidates, he should address himself to the entire student body, please.

The second aspect of Mr. McKee's article that annoys me is that he feels the seniors have a lack of concern because we are going to graduate in four weeks. It happens to be a fact that the seniors on the Assembly are most concerned about the plight of the elections. When we leave we want to see the most responsible board take over; not the most convenient.

Finally I will address the question of checks and balances. Firstly, the Student Assembly is elected by peers. Once elected, their actions are overseen by the Dean's office, faculty, and the President of the College. Therefore, there are sufficient checks and balances to ensure that the Assembly chosen does not overstep its boundaries.

In conclusion, I would like to note that much time and considerable effort by the Student Assembly is dedicated to running the elections. I would like to offer my thanks to those persons who have participated and my praise for their desire to benefit Hamilton in a constructive fashion rather than criticizing other people's efforts.

Sincerely,
Pam Goldman '86

Thompson thankful

To the Editor:

We in the Admission Office would like to thank everyone in the Hamilton community who helped make this past Spring Weekend such a success for the 150 prospective students who attended.

Special and most heartfelt thanks go to the members of the Student Admission Committee. Their tireless efforts, organizational skills and enthusiasm on our behalf were most appreciated. The many student hosts and tour guides for the weekend made our guests feel welcome and at home here on the Hill and they are to be commended for the time they gave to the College. Special thanks are also in order for the Buffers who entertained the parents, for Three-4-One who entertained us all, and for the students who participated in our academic and extra-curricular panels and sessions.

We would also like to thank the Bristol Center staff for their expertise and patience, Tim Hicks in AV for his help and time, the Print Shop for their attention to our rush orders, and ARA for their assistance in planning the meals for our guests. We also appreciate the participation of the many faculty members who came to our functions and participated in our sessions on Saturday.

I feel certain that a good number of next year's freshman class will be here as a result of the Weekend and thanks again to everyone.

Douglas C. Thompson
Dean of Admission

P.S. Contrary to what you might hear, there will not be 600 nor even 500 freshmen here next fall. We expect to be close to our target of 450 new students.

Under the ugliness

To the Editor:

On Sunday (4/27), at around 8:00 pm. as I was walking into Bristol, I heard a student yell, "That graveyard is so ugly; someone should kick it down." On Griffin Road there are some signs (very unattractive ones themselves) that say, "Honk if you hate ugly signs all over campus." I would like to bring something up about divestment that goes beyond simply protesting and putting up "ugly signs."

It seems that many people are either unaware of or simply disrespect what the divestment group is really striving for, or rather striving against. The fight is against the truly evil and sickening things that happen in this world, such as racism, sexism, oppression, murder — the list is endless. I think that everyone realizes how bad these things really are, and yet it is disheartening when I hear someone yelling outside my window, "All Blacks Suck. Niggers should be killed."

I am not saying that people should support divestment in order to prevent such statements, or even worse, actions from happening. There are many other ways to fight prejudice. I *am* saying that the divestment supporters are fighting the injustices which concern us all in the manner they feel is best. By writing this letter I hope to make people realize that there are so many things in this world that are uglier than shanties, signs, and graveyards.

Sincerely'
Cheryl A. Accardi '88

Student views ignored

Last week's decision by the Faculty to eliminate J-term seems consistent with Hamilton. During my four years here I have seen quite a few major changes occur. In all of these changes there has been one consistency, lack of communication between groups. The Trustees are off in their sphere doing whatever it is Trustees do. The Faculty does their own thing. Both of these groups leave students out of any major decision.

There is one thing that is incredibly ironic about the Faculty's decision to eliminate J-term. As I am sure most people recall, the Faculty was up in arms about the Trustee's decision to loan fraternies money. They felt that they should have had input into the decision. They know what it feels like to be powerless and to have decisions made without their input. What does this same group of people do? They decide to abolish J-term without even asking for student input. Experience should have told the Faculty that students can feel the same frustration and lack of voice when they decided to change the Pass/Fail option last year.

During the Faculty meeting there was not an utterance as to what students thought. Last year the Academic Chamber compiled a report on students' views on J-term. It was an extensive report which showed overwhelming student support (95 percent) for J-term while at the same time pointing out ways to improve Winter Term.

For Hamilton to continue to be unique in its claims to a strong student-Faculty relationship we need to have greater communication between groups when major decisions, curricular or otherwise, are being made. To effectively make any policy which will be acceptable to all those concerned there must be increased communication. The way in which things are being handed down from group to group causes a great deal of confusion and frustration. In the future, for the sake of all concerned, I strongly encourage everyone to discuss and allow input

from every part of the College Community.

Sincerely,
Mark M. Mullen '86
President of the Student Assembly

J-Term A - Okay

To the Editor:

I am writing in response to the recent decision of the Committee on Academic Policy regarding Winter Term. I agree wholeheartedly with the editor's assessment of the decision as "the first step down a slippery grade toward academic mediocrity." However, I think the problem goes far deeper than this.

As we all know, the decision about what college to attend requires a great deal of careful consideration, and when I made mine, J-Term was a major factor in favor of Hamilton. Whether or not there are problems with the current J-Term curriculum is irrelevant. The point is that J-Term provides opportunities for students to take courses which contribute to their overall development as well-rounded individuals. There is more to education than simply computing the number of hours spent in classrooms and in the library.

I do not think it is fair of the CAP to abolish J-Term without attempting first to correct its faults. And finally, if the CAP cannot be convinced to try to correct the problems of J-Term, they should at least consider waiting to change the calendar until the class of 1989 has graduated, since prospective students can be informed before making their decision of the new calendar and when it goes into effect. To be quite blunt, I feel that the members of the classes of 1988 and 1989 are being cheated by the CAP. They are punishing us for a crime perpetrated by the system and by previous classes. This is not fair, and I hope that others who agree with me will raise their voices in protest as well.

Sincerely,
Linda S. Kranitz '89

Finster lacks reality

To the Editor:

I am writing to refute James Finster's letter from last week's *Spectator* (Volume XVI, Number 21) regarding the Social Honor Code. I do not think that Mr. Finster is aware of a few facts. Furthermore, I think he created a few facts of his own.

For one thing, Finster mentions a few "inaccuracies" which are completely insignificant. When reading Birle's and Griswold's article, I do not recognize a difference between *redirecting* and *refocusing* the Social Honor Code's "efforts to promote more socially responsible behavior at Hamilton." Indeed both words do convey the committee's intention to **scrap** the Code for a more universally accepted solution. Finster was nitpicking. Why is this "differing word choice" essential to the potential success of the Committee's endeavor? "Redirect" implies searching for another method to promote awareness just as "refocus"; Birle's and Griswold's article accurately portrays the decision of the committee to uphold the end to this problem, while supporting a new means.

Commenting on the purpose of "social awareness", I wish to discuss Finster's great distinction between "College demo" and "a much greater problem of lack of respect and tolerance". In fact, a quote from Mr. Finster at a South Dormitory meeting stated that dorm demolition was "**a major** concern of the Code." Thus, Finster trivialized the phrase himself. Birle and Griswold never said that the code *did not* address other campus problems. I also do not see perceiving the Code as a problem of demolition as degenerating. At least the discussions do have a focus with a concrete goal. Mr. Finster's conceived cause to the problem (despite attitudes) may be completely true to Finster himself, but he does not have the right to assume that everyone also conceives it in this manner. The Utopian world Finster envisions is fine; but it will not happen. Accordingly, I think that the Committee should focus on one or two main problems of people's behavior. As I have already stated this is the end everyone is searching for: higher social awareness.

In the last paragraph of his letter, Mr. Finster generalizes, invents information, and falsifies. The statement that "in October, Siff had also presented ideas regarding a social honor code at a meeting of first-year students, among whom there were mixed reactions to the idea" is not "plainly false". In fact, I am a first year student and I do not support the Code. I realize that I may not hold the majority position (most of the Freshman I know are basically apathetic due to the lack of knowledge on the subject), but then again, I have heard the cons of a code; most Freshmen have not.

Let me elaborate. On March 18th, 1986 a South Dorm meeting was held (the same meeting that was already mentioned in this letter). The major topic on the agenda was South Dormitory demolition and its prevention. After South's Head Resident commented on the demo, questions arose such as how to prevent it. Conveniently, Mr. Finster mentioned the Social Honor Code to the listeners, of which a large majority were first year students. What was presented was a unidimensional perspective on the code. Most of the Freshman approved the idea at this time, since only one view was presented. Fortunately, other Seniors attended the meeting and presented their own views. Such people include Peter Morgan (Committee for Social Honor Code and After Adler), Mark Mullen (Student Assembly President and After Adler), and Peter Dowd (Senior Judiciary Board Representative and After Adler). After hearing the cons, the Freshmen were divided unequally, more supporting a non-Code but pro-awareness position. Accordingly, Freshmen at the fall meeting may have seemed enthusiastic, as Finster states, but this does not entail that a Code is in their best interest. I hope it is far from it.

In accordance with his track record, a few of Finster's inaccuracies were even cited at the meeting. For one thing, he stated that "no where in any college publication are guidelines set for behavioral standards." This was and is plainly false, for in *The Guide to the Policies and Procedure of Hamilton College* under the headings of Housing Regulations and Damage to Property, guidelines for conduct are plainly presented. Also stated was that "there was a consensus of the Adler Committee, After Adler, the Student Assembly, and the inter-Dormitory Council to have a Social Honor Code." No. The committees were divided, and there was no majority decision. Finster may wish this, but his wishes are not reality. As a point of record, this discussion was not even supposed to occur, at least at this time. A decision was made by Laura Siff not to dicuss this topic so early, if at all.

In conclusion, I hope that this letter clarifies a few points and opens people's eyes to seek whether or not they themselves support a Social Honor Code. I know that I do not. A special word to the Freshmen Class: do not accept ideas at face-value; do not allow upperclass students to influence you on policies. And special word to certain upperclassmen: please refrain from attempting to "program" Freshmen attitudes; let them make decisions from an "open forum" type meeting.

Sincerely,
David J. Cesareo '89
South Dorm President
After-Adler Committee
For Social Awareness

Author responds

To the Editor:

I wish to respond to Jim Finster's charges of inaccuracy and biased reporting in reference to my April 25 article on the Social Honor Code. I also wish to make it clear that although I shared the by-line with Andy Griswold, I am responsible for most of the article's content and therefore accept responsibility for the article's entirity.

Mr. Finster's letter contains many false and irresponsible claims and subsequently reveals a careless reading of my article. Further, though Mr. Finster is entitled to his opinion, I hardly think that he is in a position to responsibly speak for the After-Adler Committee on the Social Honor Code.

I find it extremely curious that Mr. Finster, who has attended but one After-Adler Committee meeting all semester, feels confident — and qualified — in speaking for the Committee and challenging the facts as reported by a member who has had a 100 percent attendance record at this semester's meetings.

Mr. Finster's motives in writing his letter appear to be out of frustration from the failure of his prosocial honor code position — a position which he failed to actively defend at the Committee's April 16 meeting, at which the Committee made its decision to pursue a written code. Surely Mr. Finster, a clear proponent of a written code, could have made an attempt to prolong discussion at that crucial meeting. I can only assume Mr. Finster's letter to be his irresponsible means (as well as futile, in light of the Committee's vote) to prolong the Committee's discussions regarding a written social honor code.

Although Mr. Finster is dissatisfied with the Committee's decision, it would have been much more effective for him to have attended Committee meetings and actively debated the issue than to scream "bias" in response to the publication of an article reporting a decision with which he disagrees. Clearly, such an individual is in no position to taint others with inferences of irresponsibility.

Mr. Finster is well aware that I am not solely responsible for the committee's decision to "table" (his words) a written code. As Laura Siff stated in my article, ". . .the *Committee* has decided that the signing of a code was not the most effective and positive avenue to pursue in the overall concern to promote social awareness on campus." Again, this was the Committee's decision; that I agree or disagree with it is irrelevant considering the decision has already been made.

Mr. Finster claims in his letter that it is the "need on the part of the code's proponents to come up with some concrete issues to address." This revelation appears somewhat belated after a year of discussions (almost all of which have taken place in the absence of Mr. Finster) and after the Committee has made its decision not to pursue a written code in its efforts to promote greater social awareness on campus.

Mr. Finster insists that in my article, I over-emphasized demolition as an issue and thereby overshadowed the issue of "general lack of respect and tolerance." Further, Finster states that "To equate the proposed Social Code with demo prevention is to trivialize it." Again, a thorough reading of the article would have prevented such a careless conclusion. In no way does my article "simply equate" the social code with demo prevention. Any prudent reader would have acknowledged that the issue of general social irresponsibility was given great emphasis throughout.

Interestingly, Mr. Finster goes on to state that ". . .in the face of inertia of critics, one often rallies to find the most visable and uncontestable support for his or her argument." From what I could understand from Mr. Finster's somewhat awkward paragraph, he is defending the social code's proponents' overemphasis of demolition at Committee meetings, precisely what he accuses me of doing in my article — in his words, to "trivialize" the social code. I must add that the critics of a written social honor code were in fact so "inert" that they successfully "tabled" discussion of a written code in fabor of working with the already existing code in the *Guide to Policies and Procedures of Hamilton College.*

I will refrain from addressing Mr. Finster's every point of attack regarding my article. To do so would require the level of pettiness which I find repugnant in his letter. But perhaps Mr. Finster's final point, in which he accuses me of writing a "plainly false" statement, will highlight the absurdity and inaccuracy of his claims.

This point regards my statement that there was "mixed reaction" among first year students. After Adler Conference Chair Laura Siff, among others, presented the idea of a social honor code to first-year students in the fall. That statement expressed the impressions of Laura Siff as well as those of Mary Texido, Academic Chamber Chair. Both women are student advisors. Finster's claim that he met only "interest and enthusiasm" from the first year students at the meeting regarding the code is his perception of the students' reaction. No matter how much Mr. Finster's perceptions may differ from those of others who attended the same meeting, he is entitled to them. However, considering my statement was supported by Ms. Siff and Ms. Texido, both respected members of the Hamilton community, Mr. Finster can not justly accuse me of "inaccurate" reporting. Ms. Texido, for example, stated in clarification that many first-year students residing in North Dorm "expressed apprehensions about a written social honor code." Clearly, if Ms. Texido and Ms. Siff perceived "mixed reaction," I am apt to believe their claims that there was at least *some* opposition to the proposal.

Readers might be interested to know that following my article's publication, I received positive feedback from many members to the After-Adler Committee regarding what they termed the article's "objectivity." These responses came from both original supporters and opponents of a written behavioral code. Again, besides the one error which last week's editorial reply acknowledged, all information contained in the article was accurate.

I hope in the future Mr. Finster will display more discretion before accusing individuals of biased and inaccurate reporting. Such charges would be more credible if supported by facts.

Sincerely,
Lexie Birle '86

NOTE: Last weeks editorial comment contained a typographical error. The editor's sentence should have included an "and" between the words "behavior" and "for" in order to make a clear distinction between "lack of respect for responsible behavior *and* for both college and private property. . ."

Faculty dissent

To the Editor:

We, the undersigned members of the faculty, wish to disassociate ourselves from the faculty's vote of "solidarity" with those on campus who have protested the College's policy with regard to divestment in South Africa.

First, we deplore some of the behavior that has been part of that protest. More important, abominating apartheid as we do, we profoundly oppose measures that may not relieve Black agony and may well intensify it.

Russell T. Blackwood, III
James Bradfield
Leland E. Cratty, Jr.
Edwin B. Lee, Jr.
Eugene M. Long
Ivan Marki
Sue Ann Miller
Abby H. P. Werlock
Sidney Wertimer, Jr.
Warren E. Wright

Finster's charges refuted

To the Editor:

I cannot help but laugh at the fact that Mr. Finster takes exception at Ms. Birle's April 25 article on the Social Honor Code. One who has experienced the manner in which Mr. Finster has conducted himself can only wonder how he can have the gall to criticize anyone else for inaccurate portrayals of the truth.

While I must refrain from attributing any maliciousness upon him without knowing his reasons, I do believe his enthusiasm for a signed behavioral code and his lack of understanding of reality has done more harm to the issue of raising social awareness than any opponent of his could have hoped to.

I had hoped to be able to refrain from making such an attack upon Mr. Finster in public, but his public attack upon Ms. Birle for not keeping "with the tenets of proper 'objective' reporting technique" leaves me no other alternative than to make Mr. Finster accountable for his words by explaining his actions to the campus at large so that he may not aggravate the harm he has already caused.

Much of my disappointment with Mr. Finster stems from a South dorm meeting on March 18.

Towards the end of the meeting, Mr. Finster made what he called a "presentation" of the Social Honor Code. Finster said that the idea for such a "presentation" came from a meeting of the residential staff at which Laura Siff, Adler Chair had been invited to by Dean Detweiler to explain the Social Honor Code and other methods which could raise social awareness.

At the meeting with Detweiler the idea found considerable support from the residential staff because they all have had to deal with the problems of demo. Ms. Siff presented the idea of a signed behavioral code as one but certainly not the only way in which the problem could be addressed. The advisors thought it might be a good idea to discuss the issue with the residents in their dorms as the first step. The issue they meant to present was the problem of a lack of social awareness, not specifically the Social Honor Code. Furthermore, the advisors tacitly agreed to hold off any such meetings until Ms. Siff got back to them.

Mr. Finster, however, went ahead with his "presentation"—not a discussion. He made so many "inaccuracies" and contradicted himself so many times at that meeting that it caused one resident attending to remark that the Social Honor Code seemed like a chameleon. It is not just that Mr. Finster presented the idea poorly, but it is that he paid so little attention to the truth, which caused many charges to be made.

Mr. Finster began his "presentation" by stating that Hamilton College was lacking a code of behavior. Well, maybe he honestly had not read *The Guide to Policies and Procedures* and was truly ignorant of the fact that Hamilton does have a code of behavior. But is this really an excuse of an individual who wishes to raise social awareness among everyone else? Should he not begin with himself?

What really caused most of the harm was that he used Laura Siff's name to justify his actions. Furthermore, his biased "presentation" made the first year students feel as if someone were trying to program them. He claimed that Ms. Siff as Chair of the Adler Conference had presented the social honor code to the Student Assembly, the IDC, and the After Adler Committee and had found a consensus in favor of such a code in all of those organizations.

Fortunately at this dorm meeting there were representatives of all these groups among the residents who could refute Mr. Finster. Unfortunately, several people—of whom I was one—understood Ms. Siff to be the source of these inaccuracies. I now publicly apologize to Laura for believing Mr. Finster. The Freshmen in South Dorm were also insulted by Mr. Finster's methods; in fact, they wrote a note thanking several of us upperclassmen for showing our concern and revealing the falsities behind Finster's statements. The note now hangs on our door. Can Finster really claim that he found only "interest and enthusiasm from the class of '89?" Maybe he should start listening to his own advisees.

The one accurate point Mr. Finster stated in his article was that there was felt a need to raise awareness generally, not just in regards to property. Yet it still seems odd that Mr. Finster is now demanding that this distinction be made. For it was always his opponents who tried to get around the example of demo. One of the main arguments against a one or two sentenced signed code was that it would be too vague when it applied to general behavior. If there has been a misunderstanding about what the code was meant to address, the blame lies with Mr. Finster as much as anyone else.

I apologize in principle for having to make such a harsh attack upon any individual before the community at large. This letter is not meant as a means of revenge and is not meant to cause Mr. Finster any of the pain he has caused to so many other people by his unscrupulous methods. Nor do I wish to lower myself to his level. But hopefully the Hamilton community will realize Mr. Finster's lack of credibility and will hold him accountable for his actions. For someone who is so concerned with the problem of a "general lack of respect and tolerance" should first learn some tolerance and respect for the truth. Mr. Finster has just added Ms. Birle to his already considerable list of people to whom he owes apologies. Hopefully this letter will prevent that list from growing any longer.

Sincerely,

Peter Morgan '86

Letters must be received ***no later than 5 pm the Monday before*** *publication. All letters must be signed, typewritten, doublespaced and not exceeding 300 words. The Spectator does not guarantee that all letters will be printed. Names will be witheld from signed letters upon request. No anonymous letters will be printed.*

Op-Ed

Write a letter to the Trustees

by Suzanne Faurot

The writer of this article takes a strong interest in the proposed project. Violating the rule of objective journalism, I wish to state my bias from the onset of this article. Used as a reference is a book which contains the charter and by-laws of the Board of Trustees, the Constitution and By-laws of the Alumni Council. Available in the President's office, this document contains much information about the guidelines of our Board of Trustees.

by Suzanne Faurot

Despite the fact that Hamilton College is a small community, there appears to be a lack of communication between the community members and our Board of Trustees. Four times a year, the Trustees make their weekend visit; however, other than the annual dinner with the graduating seniors, the policy makers come in contact with only a bare handful of college community members during their weekend meetings. This article has a two-fold purpose: one, it will outline the channels of communication open for community members to use. In specific, this article will explain a letter writing campaign organizd by an Ad Hoc student-chaired committee. The one-day campaign will take place on Thursday, May 8. Two, it will attempt to educate the public as to the role and function of our Board of Trustees.

Currently a community member may voice his or her view through the chosen student and faculty members who sit on the Trustee committees. Being the only Trustee who actually interacts with campus life, President Carovano plays an important role in informing the Board about student and faculty concerns. However, if you hold a similar opinion as this writer, you will agree that the Trustees do not seem as well informed on campus issues as we would like them to be. The Committee feels that the letter writing campaign is the perfect opportunity for any community member to express his or her concern about current school policies and procedures.

The purpose of the campaign is to inform the Board and formed Committees in an unoffensive manner about Committee member's opinions on certain issues. On Thursday, May 8 tables located in McEwen and Commons dining halls from 11:30 to 1:00, and at Bristol Campus Center and the mail center from 11:00 to 3:00 will have paper and envelopes available to any community member. People may wish to write a letter in advance, or they may choose to write one on location. Everyone will be allowed to write only one letter for every issue involved. The volunteers at the tables will then collect the letters and organize them according to the Committee to which the letter is directed. Working with the President's office, the letter writing campaign committee will send the letters off in bundles to the appropriate committee members.

Topics which individuals may want to voice their view on are: ARA, a proposed Afro-American studies program, coeducation, curricullum reform, divestment, fate of Hamilton with or without winter term, financial aid, fraternity loans, Greek system, housing, minority recruitment, student parking, and student center to name a few. The letter writing campaign committee sincerely hopes that the letters will express a variety of opinions and offer our Trustees positive criticism and ideas to work with. Now is an appropriate time to act in that the next meeting takes place in early June.

What follows is an outline of the structure and functions of the Board.

The Board of Trustees can be divided into two main groups: non-voting and voting members. The non-active members, known as Emeritus Trustees, are elected by the main Board and hold a life-time position. This group, along with the Honorary Trustees are invited to Board meetings: however, they have no voting power.

The main part of the Board, the group which we are concerned with, is comprised of two types of Trustees. Of the thirty-six member Board, twenty-four men and women are Charter Trustees and the remaining twelve members are Alumni Trustees. As a rule, the President of the College is a Charter Trustee.

Currently, nineteen men and four women sit on the Board as Charter members. These individuals serve a six year term and are elected by the Board: in order to maintain continuity, four members' positions expire each year. The Alumni Board is compiled of eight men and four women. Holding a four year term, the members are elected by the alumni body.

Nine committees comprised of Trustees and in some cases, students, faculty members and administrators address specific campus topics and in turn bring their findings to the main Board. After these reports are presented, the Board discuss and if necessary vote on the proposed issue. These committees are: the Executive Committee; Committee on Instructions; Committee on Buildings, Grounds and Equipment; Committee on Nominations; Committee on Budget and Finance; Committee on Development of Resources; Committee on Planning; Committee on Student Affairs; Committee on Investments; Committee on Honorary Degrees.

Of these ten committees, student and faculty members sit on four: Development of Resources, Planning, Student Affairs and Honorary Degrees.

The Executive Committee consists of the Chairperson and Vice Chairperson of the Board, the President of the College and no fewer than six and no more than twelve other members of the Board. This Committee exercises all the powers of the Board when the Board is not in session except to grant degrees or make removals from office. It takes no action repugnant to resolution of the Board.

The Committee on Instruction focuses its work on the educational programs of the College, including admission and graduation requirements, the curriculum, the library, laboratory facilities and program. This Committee will decide the fate of Hamilton if there is no winter term.

The Committee on Buildings, Grounds and Equipment is concerned with all matters relating to the buildings, grounds, and physical equipment of the College. Specifically, the work on the layout of previously plannned projects. For example, this committee was not in the position to decide that a music center was needed at Hamilton, but they are the group which discuss the design and structure of the center. Other issues which are under the jurisdiction of this committee are parking and security.

The Nominations Committee is concerned with nominating candidates for the Board of Trustees when vacancies need filling.

The Committee on Budget and Finance supervise the finances of the College: in specific, they study and critique the budget prepared by the officers of the College. Tuition charges and related fees are a concern of the Committee on Budget and Finance.

The Committee on Development of Resources devises methods for increasing the funds, resources and property of the College. Communication and Development works closely with this group. Three faculty members and three students discuss with the committee such events as fund drives.

The Planning Committee focuses on the long range outlook of the college. The committee works with issues such as: the fraternity loan, the long range existence of fraternities, admissions policies including the role of recruitment, C and D publications and film. In the past couple of years, at the discretion of the committee chair, the three students and three faculty who sat on the Committee were asked not to attend these meetings; however, this September, they were allowed to participate in the committee discussions.

The Committee on Student Affairs focuses on topics such as student social life, religious programs, athletics, and other extracirricular activities, provisions and standards for housing and food service, and discipline. Three students and three faculty members sit on this Committee. Currently, the Committee has discussed the role of the Career Center, the function of the alcohol policy and the distribution of money for the residence halls.

The Committee on Investments directs and reinvests all the funds and securities of the College, other than real estate, with full power in the name and on behalf of the College. Recently, this Committee met with several members of the Hamiltonians for Divestment.

The Honorary Degree Committee recommends to the Board nominees for Honorary degrees. Three faculty and three students sit on this Committee.

Each committee keeps themselves informed of their relevant issues and each group advises the President and Board of any appropriate actions that need to be taken.

Four times a year the Trustees convene on campus. On the Friday of that weekend the committees meet, and on the following Saturday the Board gathers as a whole. Some Committees such as the Investment Committee meet more than these quarterly meetings.

With prior notice to the Deans' or President's office, community members are allowed to address a committee or the Board concerning a specific request. A part of these meetings is devoted to educating the Board on campus affairs. The minutes are not made public from the Board Meetings: however, President Carovano does make available to the faculty and *The Spectator* an outline of decisions made.

Key to note is that the Trustees are not paid for their board position, in fact, they even pay for their transportation to Hamilton. This brings us to the important fact that the Trustees devote much time and energy to our school. We as community members also care about the welfare of the school. We as students have a right to voice our opinions about our education and the manner in which our tuition is being spent.

The campaign is a one day drive and will provide the perfect opportunity for anyone to voice their views. As a policy, the President's office does not make available to the public the addresses of our Trustees: this is your unique opportunity to be heard.

Any community members who are interested in helping with the organizing of the campaign should contact Suzanne Faurot.

The mob mentality

Now that the shanties have been removed from the base of our beloved Al-Ham, now that Dean Endy has retired from the business of mediation, and now that the protestors, both student and faculty, have found a place to sleep that is warm and dry: a moment of reflection.

The administration, in an effort to demonstrate unyielding principles and an iron fist, acted overzealously in removing the shanties without warning or provocation. The students, in a fit of blind devotion to their cause, were unable to agree even among themselves and prolonged a situation that neither side wanted to develop. Both parties, in the end, listened carefully to reason and reached, in our estimation, a compromise that is fair to everyone involved. With a tip of the hat to cooler heads, *Spectator* editors can also partake of the sleep that reflects a disaster narrowly avoided.

One aspect of the story, however, cannot be ignored. As the events of Wednesday evening took shape, a group - indeed, a mob - of nearly one hundred onlookers behaved in a manner that is most alarming. The students, many of whom were drinking and often abusive to the protestors, converged on the shanty like a pack of wolves. Clearly, the crowd was asking for a reason to get more actively involved in the conflict. Whether the group of onlookers desired a violent confrontation is irrelevant; the mood that prevailed Wednesday evening was decidedly hostile, and to many impartial observers on the scene, the actions of the crowd were provocative on their own. We at *The Spectator* abhor such behavior. Hostility among students will, ultimately, bridge no gaps, solve no differences between those who disagree on divestment. The mob mentality will only serve to heighten the tension between protestors and their detractors, and the outcome is of no constructive good to either side.

Warren Wright argued earlier this week that if we allow protest, we must also allow rejection of protest, provided it takes the same form as the protest itself. We most certainly agree, but Wednesday's events indicate a rejection of protest that is neither symbolic nor nonviolent. Opponents of divestment, despite their position on the issue, cannot hope to win support from impartial observers through intimidation, hostility and antagonism. Such behavior is, at the least, disconcerting.

Perhaps, in their next attempts at establishing a firm set of principles, the administration will act to restrain detractors of peaceful protest. Unless they do, violence among students may well occur, and everyone is certain to lose.

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COLUMBIA SCHOLASTIC PRESS ASSOCIATION

Events

Friday, May 2

- 11:00 am. Baseball at Colgate (2).
- 5:30 pm. Fireside Series. Manju Parikh Baruah, Visiting Instructor in Government. "Shimmering Colors and Intricate Patterns: Textile Weaving and Painting in 17th Century India." BCC Dwight Lounge.
- 7:00 pm. Dept. of Theatre and Dance presents A May Dance Workshop. List Dance Studio.
- 7:00 pm. The Theatre Department Presents: *Red Cross* by Sam Shepard and *The Outside* by Susan Glaspell. Minor Theatre.
- 8:00 & 10:00 pm. SKFS presents: *Merry Christmas, Mr. Lawrence.* K-J Aud.
- 8:00 & 10:00 pm. FFFS presents: *Slaughterhouse Five.* Sci. Aud.
- 8:00 & 10:00 pm. DPFS presents: *Great Gatsby.* Chem. Aud.
- 8:30 pm. Performance. "The Frivolous Wife" by Mathew W. Woods '88. Sponsored by Alexander Hamilton Players. Chapel.

Saturday, May 3

- 11:00 am. Women's Softball at R.I.T.
- 1:00 pm. Golf at NESCAC at Middlebury.
- 2:00 pm. Men's Lax at Clarkson.
- 4:00 - 6:00 pm. Art Exhibition Opening and Reception. senior Art Projects. Emerson Gallery, Christian A. Johnson Hall.
- 6:30 pm. Newman Mass. Father John Croghan. K-J Red Pit (Room 109).
- 7:00 pm. The Theatre Dept. presents: *Red Cross* by Sam Shepard and *The Outside* by Susan Glaspell. Minor Theatre.
- 8:00 pm. SKFS presents: *Merry Christmas Mr. Lawrence.* Sci. Aud.
- 8:00 & 10:00 pm. FFFS presents: *Slaughterhouse Five.* K-J Aud.
- 8:00 & 10:00 pm. DPFS presents: *Great Gatsby.* Chem. Aud.

Sunday, May 4

- 9:30 am. Golf at NESCAC at Middlebury.
- 10:30 am. Chapel Service. The Rev. Jeffrey Eaton. Chapel.
- 1:00 pm. Newman Mass. Father John Croghan. Chapel.
- 3:00 pm. Student Concert. Chapel.
- 8:00 & 10:00 pm. SKFS presents: *Merry Christmas, Mr. Lawrence.* K-J Aud.
- 8:00 & 10:00 pm. FFFS presents: *Slaughterhouse Five.* Sci. Aud.
- 8:00 & 10:00 pm. DPFS presents: *Great Gatsby.* Chem. Aud.

Monday, May 5

- Bristol Campus Center Art Exhibition Opening. "Summer Subjects," prints from Hamilton College Loan Collection. Bristol Campus Center 2nd Floor Lounges. (Closes September 30).
- 3:00 Baseball vs. Hobart. Home.
- 3:30 pm. Men's Lax at Hartwick.
- 4:30 pm. Illustrated Lecture sponsored by the Art Department. Robert Grant Irving, "Architecture of Empire: British Palaces in India." K-J Aud.
- 8:00 pm. Theatre Production. Matt Woods.
- 8:30 pm. Hamilton Union Debate. "The Divestment Issue." BCC 2nd Floor Lounges.

Tuesday, May 6

- 12:00 noon. Newman Mass. Father John Croghan. Chapel.
- 3:00 pm. Baseball at Utica.
- 4:10 pm. Faculty Meeting. Bristol Campus Center Dwight Lounge.
- 8:00 pm. Senior Fellow Public Lecture. Mary Gina Trevisani, "Neuronal Grafts: A New Avenue for Treatment of Neurological Disorders." Physics Aud.
- 8:30 pm. Concert. Hamilton College Choir. Chapel.

The Puzzle

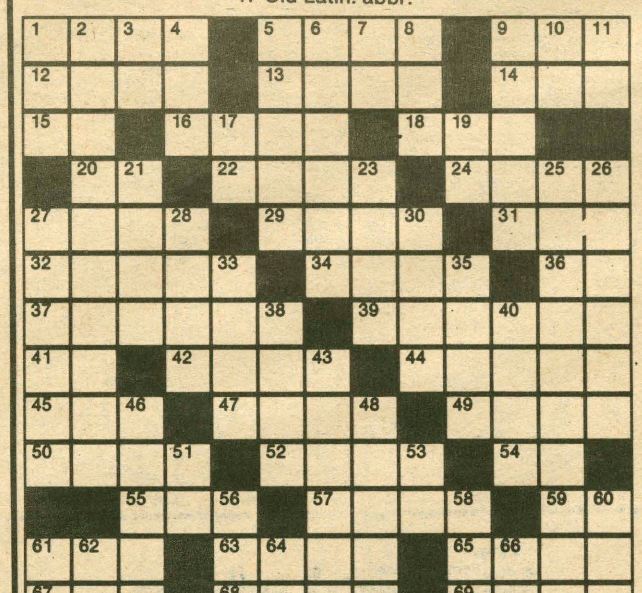
ACROSS

1 Kind of cheese
5 Skin ailment
9 Pigpen
12 Apportion
13 Den
14 Pedal digit
15 Above
16 Work
18 Direction: abbr.
20 River in Siberia
22 Tibetan priest
24 Staffs
27 Journey
29 Trade for money
31 Vigor: colloq.
32 Small stoves
34 Units of Portuguese currency
36 Greek letter
37 Catkins
39 Kind of cloth
41 Compass point
42 Ballet dancer's skirt
44 Loop
45 Goal
47 Prohibits
49 Court order
50 Mix
52 Grip with teeth
54 Latin conjunction
55 Recent
57 Pitch
59 Hebrew month
61 Mature
63 Without end
65 Roman tyrant
67 Deity
68 Escritoire
69 Declares

DOWN

1 Large bird
2 Division of business firm
3 Near
4 Encountered
5 Assumed name
6 More tranquil
7 Symbol for nickel
8 Sea eagle
9 Sharpen
10 As far as
11 Old pronoun
17 Old Latin: abbr.
19 Either's partner
21 Climbing plant
23 Fish sauce
25 Storehouse
26 Kind of piano
27 Plagues
28 Gasp for breath
30 King of animals
33 Blunt end
35 Pack away
38 Pierce
40 Ripped
43 Joins
46 Ate
48 Long-legged bird
51 Note of scale
53 Printer's measure
56 Marry
58 Abstract being
60 Genus of cattle
61 Symbol for silver
62 Proceed
64 Brother of Odin
66 Babylonian deity

College Press Service



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Wednesday, May 7
Class and Charter Day.

- 11:00 am. Convocation. Dwight N. Lindley '42, Hamilton B. Tompkins Professor of English Literature. "Hamilton College, According to Lindley, 1938-1942." Chapel.
- 12:10 pm. NOONMUSIC Concert Series presents: Hamilton College Jazz Ensemble. BCC Dwight Lounge.
- 2:00 pm. McKinney Public Speaking Contest. Chapel.
- 8:30 pm. Holocause Remembrance Day Film. Sci. Aud.
- 10:00 pm. Wednesday Night is Live at the HUB. BCC HUB.

Thursday, May 8

- 12:00 noon. Holocaust Remembrance Day Service. Chapel.
- 4:00 pm. Men's Lax at Williams.
- 8:00 & 10:00 pm. SKFS presents: *The Graduate.* Sci. Aud.
- 8:00 & 10:00 pm. FFFS presents: *All Quiet on the Western Front.* K-J Aud.
- 8:30 pm. Newman Mass. Father John Croghan. Chapel.

Friday, May 9
Last Day of Classes!!!

- Women's Softball at NYSAIAW States.
- 2:30 pm. Golf at Oak Hill.
- 7:00 pm. Senior Fellow Public Lecture. Toru Ohira '86, "To Be or Not To Be Perfect: That is the Disturbing Question." Physics Aud.
- 7:30 pm. Concert. Special K & Buffers. Chapel.
- 8:00 & 10:00 pm. SKFS presents: *The Graduate.* K-J Aud.
- 8:00 & 10:00 pm. FFFS presents: *All Quiet on the Western Front.* Sci. Aud.

Saturday, May 10
Reading Period.

- Women's Softball at NYSAIAW States.
- Commons Carnival sponsored by Program Board. Commons Quad.
- 3:00 pm. Program Board Presents: "The Importance of Being Ernest." McEwen Coffeehouse.
- 6:30 pm. Newman Mass. Father John Croghan. K-J Red Pit (Room 109).
- 8:00 & 10:00 pm. SKFS presents: *The Graduate.* Sci. Aud.
- 8:00 & 10:00 pm. FFFS presents: *All Quiet on the Western Front.* K-J Aud.

Miscellaneous

- ROBERT GRANT IRVING will give an illustrated lecture entitled "Architecture of Empire: British Palaces in India." on Monday, 5 May at 4:30 pm. in the K-J Aud.
- Student Workers are needed for Reunion Weekend (June 6, 7, & 8). If you are interested, please notify Ann Hausmann, Assistant Director of Alumni Affairs (x4412), AS SOON AS POSSIBLE.